

# HULME GRAMMAR SCHOOL

## BEHAVIOUR POLICY- Discipline, Rewards & Sanctions

*This policy is applicable from EYFS through to Year 13*

### Principles

The guiding principles at Hulme Grammar School are those of honesty, fair-mindedness, hard work, enjoyment and treating others with proper respect and consideration. We also attach very great importance to manners, self-discipline, social responsibility and care for the school environment. We value both effort and achievement and we encourage every positive contribution that a pupil makes to the life of the school. The school seeks to encourage across the whole age range a sense of community and pride in Hulme Grammar School and expects the highest standards from all pupils.

Hulme Grammar School pupils are cooperative, have a strong sense of community, they respect one another and expect school life to be civilised and happy and where they work together with their peers and teachers.

This policy should be read in conjunction with:

- Safeguarding Policy
- Anti-bullying Strategy
- E Safety Policy
- Acceptable use of school internet and digital devices pupil agreement - IT: ACCEPTABLE USE POLICY
- SEND policy - [SEND Policy](#)
- Physical Intervention/Use of Restraint Policy

In addition to these guiding principles there are some firm rules which everyone should know and which are necessary for

- the safety and well-being of everyone at the school;
- the reputation of the school community as a whole;
- the protection of school property and the wider environment.

The rules apply to all pupils and at all times when a pupil is

- at school, representing the school or wearing school uniform;
- travelling to and from school;
- On school organised trips
- associated with the school at any time.

The guiding principles of the school should be borne in mind at all times, in addition to the rules and guidance set out in the pages that follow. Pupils and parents are expected to abide by the spirit of the guiding principles, as well as the specific examples given.

The aims of this policy are to promote good behaviour amongst pupils and to promote and safeguard the physical and mental welfare of pupils at the school. We wish to ensure that all pupils can benefit from and contribute to the life of the school in an ordered and mutually respectful school community. We want to encourage our pupils to accept responsibility for their behaviour and to understand the sanctions that may be adopted in the event of pupil misbehaviour.

When pupils join the different sections of the school there are a series of induction sessions which include time with form tutors for both parents and pupils. This includes an introduction to school rules and ethos.

All staff are expected to encourage good behaviour and respect for others in pupils, to promote self-discipline amongst pupils, to deal appropriately with any unacceptable behaviour and to apply all rewards and sanctions fairly and consistently.

Individual members of staff are encouraged to make explicit their expectations of pupils, act as role models with regard to appropriate behaviour and to apply appropriate sanctions and rewards fairly and openly in line with school policy. Members of staff in the Senior School are supported by form tutors, pastoral Heads of Year, Senior Pastoral Leads, the Deputy Principal Pastoral, Head of Sixth Form and the Head of School.

The principles, rules and guidance apply to each pupil. Some of them necessarily apply also to parents. Compliance with the principles, rules and guidance is a condition of membership of Hulme Grammar School.

Where possible the school takes an individualised approach to maintaining good behaviour. This will involve discussion with a pupil, their parents and in some cases outside agencies including GPs, counsellors and specialist agencies such as Positive Steps and Healthy Young Minds. As a result of intervention it may be necessary for a pupil to be monitored and coached as part of a plan to improve behaviour and academic attainment. We recognise that poor behaviour is sometimes as a result of complex issues and a pupil may need support. The school is mindful of its duties under the Equality Act 2010 Equality Act 2010: guidance - GOV.UK, including issues related to pupils with special educational needs / disabilities, pupils who may be LGBT+ and the need to make reasonable adjustments for these pupils.

As part of meeting any of these duties, as far as possible, we try to anticipate likely triggers of misbehaviour and put in place support to prevent these. Preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measures take into account the specific circumstances and requirements of the pupil concerned.

The school is mindful of behaviour issues that can occur when pupils make the transition to join the school or move between sections of the school. The role of Form Tutors and other pastoral staff (such as Heads of Year, Head of Prep, Head of Sixth Form) are crucial in this regard. Relevant induction programmes are provided for pupils at transition points as well as introductory information evenings for parents. Visits to feeder primary schools are undertaken by the relevant pastoral staff. Summer term 'handover' meetings take place between relevant pastoral staff to discuss any issues as pupils move through the school.

The school undertakes to liaise closely with parents and other agencies (such as social services) where relevant on issues related to behaviour.

Detailed guidance and examples of good practice for staff are published in the staff code of conduct. Staff must also adhere to the guidance given in the school's Physical Intervention Policy which outlines the power to use reasonable force where appropriate and can be found in the Staff Handbook.

Any pupil who feels unfairly treated is encouraged to discuss their grievance with any member of staff.

The School respects a student's right to privacy under Article 8 of the Human Rights Act Article 8: Respect for your private and family life and will carry out any search of a student's possessions in a way which is justified and proportionate. The School will search a student's possessions when it has

reasonable grounds to believe that a student is in possession of a prohibited item e.g. dangerous weapon, tobacco, vape material, drugs or indecent images. Wherever possible the School will gain the consent of the student but in extraordinary circumstances will search possessions without their consent in line with the DFE guidelines Searching, Screening and Confiscation – advice for schools September 2022. Searching, screening and confiscation at school - GOV.UK Further details are available in the school's [Physical Intervention Policy](#).

### **Training**

The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary skills and knowledge to carry out their roles.

The school maintains written records of all staff training.

### **Attendance**

#### **Daily attendance**

Attendance at school throughout every school day is important in ensuring that pupils make the most of their time at school but absence because of illness and for certain other valid reasons may be allowed. Permission must be sought in advance from the Deputy Principal Pastoral, Head of Prep for any necessary absence.

#### **Punctuality**

The school day begins with registration at 8.45. Please ensure that you are punctual at the start of each day and for every class and other timetabled activity.

#### **Late arrival**

In senior school if you arrive after the start of the school day, you must report to the school reception and sign the late book as soon as you arrive. Late arrivals will be recorded in the electronic register.

#### **School hours**

The normal teaching day begins at 8.45am and ends at 3.45pm. (Pre-Prep & Reception 3.15pm, Year 1 & 2 3.30pm) Unless a more general permission applies to a particular year, senior school pupils may only leave the school premises during the day with the permission of the Deputy Principal - Pastoral or the Head of School.

#### **Absence for illness**

Parents are asked to contact reception or form tutor as early as possible on the first day of illness. Form tutors and pastoral staff are responsible for ensuring that each period of absence is properly accounted for.

#### **Absence for parental holidays**

As a general rule pupils should not be absent from school because of parental holidays but in very exceptional circumstances the Head of Prep, Deputy Principal Pastoral will consider a written request before any commitment or booking has been made.

#### **Absence for religious observance**

Requests for leave of absence for days of religious observance should be made to the form tutor, Head of Prep at least one week in advance.

#### **Going home because of illness**

If a pupil is taken ill or is injured whilst at school, they should report to the nearest member of staff or the school medical officer. Parents will be contacted if it is necessary for a pupil to go home early or if they need further medical treatment. If pupils are being taken home by parents they must be signed out.

### **Special circumstances**

Exemption from games or physical education for short periods will be granted only on receipt of a written request from parents. Long term exemption will be granted only on receipt of a medical certificate. Parents should contact the form tutor if there is good reason to ask for exemption from religious education, school uniform or any other of the rules or activities of the school.

### **Conduct and Self Respect**

#### **Commitment**

Pupils represent Hulme Grammar School whenever they wear our uniform. We want pupils to take pride in their membership of the school and be our ambassador on all occasions. In addition, we want pupils to take pride in their conduct and personal appearance and show commitment to academic, sporting and leisure activities. Pupils should always try to do their best. If pupils are selected to represent their house or the school in any event or activity, they are expected to turn out, whatever the inconvenience to themselves.

#### **Honesty**

The school community relies on each pupil being honest and truthful and setting a good example for others. Pupils must never cheat, steal or tell lies.

#### **Money matters**

Only small amounts of cash may be brought to school. No buying or selling is permitted between pupils. The School will not be accepting cash payments.

#### **Personal initiatives**

Pupils must ask the Deputy Principal Pastoral or Co Curricular Coordinator or the Head of Prep for permission to form a club or society. This rule applies to the promotion of fund raising of any kind, organising any social or sporting event connected with the school or producing any written or printed publication within the school or externally about the school.

#### **Respect for others**

#### **Effort and achievement**

At Hulme Grammar School, we look for fulfilment and enjoyment and we try to be positive in everything we do. We respect and encourage each other as individuals and as members of teams. We also encourage inquiry, hard work, high standards and competition. We take pleasure in each other's achievements and we never mock each other's effort or failure. Each pupil has the right and the responsibility to contribute to this ethos.

#### **Courtesy and good manners**

From time to time teachers, parents, visitors to school premises or other pupils may need assistance. Pupils should be ready to offer help, even if it causes them personal inconvenience. School Ambassadors are appointed by the Head to assist in the orderly running of the school. Their authority should be respected and pupils should cooperate with them at all times.

#### **In the classroom**

Pupils should respect, support and care about other people to make it as easy as possible for everyone to learn and for the teacher to teach. Books and equipment should be ready for the start of each lesson.

In the senior school to avoid disturbing lessons, equipment may only be collected from desks and lockers before periods 1, 2, 4 and 5. Classrooms should be kept tidy and above all, pupils should be pleasant and helpful at all times.

### **Behaviour outside of school premises, including online conduct.**

The school has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

School may sanction pupils for misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

### **Sporting Behaviour**

Whether competing in or watching team events or taking part in some other competitive activity, pupils are expected to behave with good manners and to set an example that reflects well on the school. They must play to the rules; play hard; play fairly and do their best. They should aim to enjoy the game and never cheat. Pupils should be equally gracious in defeat as in victory.

### **Bad language**

Pupils must not use bad language; it is unnecessary and insulting to others, and demeaning to the person who uses it. Language which is offensive to pupils and staff relating to a protected characteristic e.g. that which is racist, homophobic, biphobic or transphobic will not be tolerated.

### **Bullying and fighting**

Hulme Grammar School will not tolerate any kind of bullying. We believe that everyone has the right to feel safe and free from threatening behaviour. Persistent bullying is likely to lead to permanent exclusion. (See the school's Anti-Bullying Strategy Anti-bullying Strategy )

### **Pupils should**

- always treat every individual with respect
- never spread rumours, lies or call other pupils names, either in person or using social websites, text messages or emails
- never make anyone feel uncomfortable or upset
- never act in a way that could be considered to be sexual harassment
- consider how their actions affect others, this includes teasing, selfishness and even excessive shows of affection
- not threaten or hit any other student
- never pick on anyone for their race, religion, gender, disability, sexuality or for any other difference
- find out about the anti-bullying strategy in their part of the school
- always tell someone if they are being bullied
- take action if they think someone is being bullied or unfairly treated
- see a peer mentor—they are friendly, good listeners and can relate to their problems
- know there is always someone in school who they can contact if they have a concern no matter how big or small that concern is.
- Pupils can report any concern to their form tutor, Head of Year any other member of staff.

### **Fighting**

Fighting is strictly forbidden. Pupils who punch others in the head or face can expect to be suspended from school for a fixed term, however the decision to suspend will depend on the age of the student and the circumstances of the incident. Acts of serious violence may result in permanent exclusion.

## **Respect for property**

### **The school environment**

Pupils may enter and use most areas of the school except any to which entry is expressly forbidden. They must not enter or use an area if by doing so they threaten their safety or the safety or privacy of others. Pupils must stay on-site during the school day unless authorised by staff.

### **Vandalism, graffiti and litter**

Vandalism and graffiti writing, including the defacing of books or notices, on school premises and elsewhere are regarded as serious breaches of school discipline. Pupils should report, in confidence to a teacher, any incident of wilful damage. All pupils should take pride in their school environment. The rooms of the school and the school grounds will only remain attractive places to work and play if they are kept clean and tidy; and pupils should help to keep them this way. Eating and drinking are not permitted in classrooms or corridors and chewing gum must not be brought on to school premises. Litter should be picked up and disposed of properly.

### **Personal property**

All clothing, footwear, bags, cases and books and such items as a Chromebook, watch, pencil case and its contents must be clearly marked with a pupil's name. Books must be carried in a protective bag or case, with a separate bag used for games kit. Pupils must hand in to a teacher valuable items during lessons or games. Pupils should not bring to school large amounts of money or expensive items of property. The school cannot accept responsibility if these items are lost or stolen. In the senior school a locker is provided for every pupil which must be used to store valuable items in addition to school books and other possessions.

### **Mobile telephones**

Pupils may bring a mobile telephone into school only under the following conditions:

- the mobile phone must be switched off during the school day unless express permission is given by a member of staff to use it. Pupils in years 7 to 11 should keep their mobile phones in their lockers. Pupils in the Pre-Prep and Key Stage 1 are not permitted to bring mobile phones to school. In the Prep pupils who bring a mobile phone to school in order to facilitate travel must hand the device to a staff member on arrival at school. The device will be kept in the teacher's desk until the end of the day.
- pupils must never use a mobile phone to record images of any other pupil, member of staff or any member of the school community. This is an infringement of the Human Rights Act and the Data Protection Act [Data Protection Act - GOV.UK](https://www.gov.uk/government/consultations/data-protection-act-2018) and pupils will have their phone confiscated; it will only be returned to parents and in addition, pupils will be subject to a serious school sanction.

### **Other property**

Pupils must not interfere with other property or open desks which are not their own. If someone has lent property to another pupil it must normally be returned immediately on request. Pupils must not borrow another pupil's money, property or books without their prior permission. Pupils must be strictly honest with regard to money or property that does not belong to them or that they find. If there is any doubt, ask a teacher.

### **Accidental damage to property**

Pupils must report to a teacher any damage caused to property which is not their own. Pupils may be asked to pay for the damage.

### **Support systems for pupils**

Pupils are supported in matters relating to behaviour through the school's pastoral system. If there is an issue pupils wish to talk about they can talk to: their form tutor, their Head of Year, Senior

Pastoral Lead, the Deputy Principal Pastoral, Head of Sixth Form, or the Head of Prep.

The School employs counsellors who visit each week. Referrals can be made through pastoral staff or directly to the Medical Officer who manages the counsellors. Students can also request an appointment online at: [counselling@hulmegrammar.org](mailto:counselling@hulmegrammar.org)

There are also other pupils who can provide support on these issues through the school's Peer Mentoring Scheme and the School ambassadors.

### **Liaison with parents and outside agencies**

When concerns are identified concerning a student's behaviour, welfare or academic performance parents are kept informed by Heads of Year or the relevant Pastoral member of staff. Parents are informed by telephone, letter and email regarding concerns and where necessary they are invited into school to discuss how school and parents can support the student. Where necessary help and advice is sought from outside agencies. The school seeks to work in partnership with parents over matters of discipline and it is parents' obligation to support school rules.

## **Health, Safety and Discipline**

### **The safety of pupils and others**

#### **All pupils must:**

- know and obey the various evacuation procedures and other safety regulations which are clearly displayed throughout the school and in special areas such as the swimming pool, the gymnasium and laboratories.
- move around school in an orderly manner keeping to the left in corridors and on the stairs.
- not use any specialist school equipment unless a member of staff has given their permission to do so.
- not fight or take risks with their own safety or that of others.
- observe the nut aware status of the school

### **Alcohol, tobacco, drugs and other items - banned items**

Pupils will be liable to permanent exclusion from the school for any serious breach of this rule.

Pupils must not be under the influence of or to have in their possession while under the jurisdiction of the school or while travelling to and from school:

- any tobacco or tobacco product, including ECigarettes and vapes;
- any alcoholic liquor;
- any dangerous or classified drug or steroid (unless prescribed and notified to the school medical officer)
- any other harmful substance;
- any pornographic material or computer device for that purpose;
- any knives or dangerous weapon or other item that might endanger their own safety or that of others;
- any dangerous animal (unless permission has first been obtained).
- any laser pens

### **Serious misconduct**

The main categories of misconduct which are considered to be serious breaches of discipline include but are not limited to:

- supply / possession / use of certain drugs and solvents and substances intended to resemble drugs, alcohol or tobacco
- Use of ECigarettes or vapes on the school premises
- theft, blackmail, physical violence, intimidation, racism or persistent bullying
- Sexual harassment and sexual violence
- Child on Child abuse

- Suspected criminal activity
- physical, emotional or sexual misconduct or abuse
- behaviour that is in contravention of the school's policies on acceptable use of technologies or online safety
- supply or possession of pornography
- possession or use of unauthorised firearms or other weapons
- vandalism or computer hacking
- persistent behaviour or attitudes which are inconsistent with the school's ethos
- other misconduct which affects the welfare of a member or members of the school community or which brings the school into disrepute on or off the school premises

### **Child on Child Abuse**

Child on Child abuse is a form of harmful behaviour inflicted on children by other children and occurs when children are singled out for ridicule and abuse by their peers. These acts of bullying and abuse are designed to induce a sense of powerlessness, helplessness and humiliation in victims. Child on Child abuse by a pupil will always be viewed as a serious breach of school rules. Examples of child on child abuse include, but are not limited to: violence and other forms of physical abuse; sexual harassment and violence; emotional harm; online bullying and manipulation; teenage relationship abuse. All staff are alert to the risk of child on child abuse and understand their role in preventing, identifying, and responding to it. Staff know that children are capable of abusing their peers and they never dismiss abusive behaviour as a normal part of growing up, or 'banter', as this can create a culture permissive of unacceptable behaviours and an unsafe environment for children. There is a zero-tolerance approach to child on child abuse and it is considered to be as serious as abuse by adults. All staff also understand that child on child abuse can happen outside of school and online and it may involve young people from multiple schools.

### **How will the School respond to child on child abuse?**

The School takes this issue seriously and actively seeks to prevent all forms of child on child abuse by educating pupils and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community. All cases of child on child abuse and any cases of bullying (no matter how trivial) will be addressed promptly and appropriately by the School. If any member of staff believes a pupil is at risk of abuse from another child or young person, or that a child may be abusing others, this concern should be reported to the Designated Safeguarding Lead without delay. If any child perpetrates significant harm on another child, or is at risk of significant harm, a referral to Children's Social Care and/or the police will be made. The School will investigate the behaviour and will, where necessary, take any immediate steps to ensure the safety of the victim(s) or any other child. The School will also consider appropriate disciplinary sanctions. All incidents will be considered on a case-by-case basis but more serious cases of bullying and abuse may be considered under the Exclusions policy.

### **Child-on-child sexual violence and sexual harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) [Keeping children safe in education 2024 - GOV.UK](#) and with the school's [Child on Child Sexual Violence and Sexual Harassment in Schools Policy](#).

The school is clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. School makes it clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

Staff and pupils should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Staff should advocate high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

### **Behaviour incidents online**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, members of staff should refer the incident to the designated safeguarding lead (or deputy).

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Pupils will be sanctioned when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### **Suspected criminal behaviour**

In cases when a member of staff or the Principal suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and every effort will be made to preserve any relevant evidence. Once a decision is made to report the incident to police, school will ensure that any further action taken will not interfere with any police action taken. However, the school retains the discretion to continue investigations and enforce sanctions so long as it does not conflict with police action.

### **Prejudicial conduct**

Pupils will be liable to exclusion from the school if, during term-time or holidays and on or off the school premises, they engage in: the misuse of drugs, bullying, dishonesty, cheating or any other conduct that is, in the opinion of the Head, seriously disruptive or prejudicial to the reputation of the school or to the welfare of any other person. If pupils engage in criminal behaviour the Head may bring this to the attention of the police. For further details of matters that may be brought to the attention of the police see the school's Physical Intervention Policy.

### **Malicious Accusations against staff**

If pupils are found to have made a malicious allegation against a member of staff the Head will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence has been committed). The sanction applied will depend upon the circumstances of the accusation.

Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to remove their child or children from the school on the basis that they have treated the school or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

The school will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

For further details of how the school responds to allegations against staff see the school's Safeguarding Policy.

### **Other Relevant Documents**

The Parental Complaints Policy is available to parents on the school's website. [Parents' Complaints Procedure](#)

### **Sanctions and Rewards -Senior School and Sixth Form**

*(For Prep school see Appendix 1)*

#### **When sanctions apply**

Sanctions will usually be applied for breaches of school rules, for other misdemeanours or for unsatisfactory work. [This document](#) gives a general guide for staff

This document gives a general guide for staff on the Sixth Form Sanctions and Rewards policy.

#### **Corporal punishment**

The school neither uses corporal punishment, nor the threat of it.

#### **Reasonable force**

Any use of reasonable force will be in accordance with DfE guidance use of reasonable force. Any use of force by staff will be reasonable, proportionate and lawful. (see Physical Intervention Policy) Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in behaviour that threatens the good order and discipline at the school or among any of its pupils

In these circumstances, force will be used for two main purposes: to control or restrain pupils. In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with SEND.

The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, the school will refer to the [Equality Act 2010 - Legislation.gov.uk](https://www.legislation.gov.uk/ukpga/2010/15) and schools guidance.

The school will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Where reasonable force is used by a member of staff, the Head must be informed of the incident and it will be recorded in writing. The pupil's parents will be informed.

### **Formal warning**

A formal warning may be issued to pupils by teachers. It may be given for an infringement of school rules which does not earn a direct exclusion or school detention; for example, no homework (first offence) or uniform infringements. Teachers will make it clear why a formal warning has been given.

### **Exclusion from a lesson**

If a pupil continues to misbehave, after receiving a warning from the teacher, they may be excluded from the lesson. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The pupil will be sent to the Library where they will be supervised and provided with work to complete. They will also fill in an incident sheet giving their reasons for why they feel that they were excluded. The teacher who excluded the pupil will also fill out the incident sheet before it is passed to the relevant Head of Year. Exclusion from a lesson will normally result in an after school detention. Parents will be informed about the detention and will be given at least 24 hours notice.

### **Removal from classrooms - for serious disciplinary reasons**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, the school will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c) to allow the pupil to regain calm in a safe space.

Any pupil who is removed from a lesson must be placed in an appropriate room which is supervised and resourced. The removal should only be for a short period of time and there should be a clear process for reintegration. Any removal must be recorded on Schoolbase.

### **Detention**

A teacher may impose a detention without notice, to be served during lunch time on that school day. If a pupil is given a detention, after school finishes for the day, pupils will be given at least 24 hours'

notice, so that they can inform their parents that they will be home late. Prior engagements with other members of staff will generally take precedence, resulting in the postponement, but not the cancellation, of the staff detention.

### **School detention**

A school detention may be given for more serious offences and this will be preceded by at least 24 hours notice to parents. These detentions take place for one hour immediately after school or, for more serious offences, on Saturday mornings for two hours. They are not optional and will take precedence over all other activities. In certain circumstances, a school detention may be postponed, but not cancelled, if pupils have a prior commitment to represent the school in a sporting or musical activity.

### **Suspension and exclusion**

A pupil may be excluded or suspended for very serious breaches of school discipline or a serious criminal offence. Parents will be contacted and pupils may be suspended from school for a fixed term. In the last resort pupils may be permanently excluded.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension and permanent exclusion may be used in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

### **Other sanctions**

Apart from the formal sanctions mentioned above, informal sanctions (such as written impositions) are applied as necessary for minor misdemeanours.

### **Supporting pupils following a sanction**

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy;
- considering whether the support for behaviour management being provided remains appropriate

### **Preventing recurrence of misbehaviour**

#### **Initial intervention following behavioural incidents**

Examples of interventions school may consider include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

### **Register of sanctions and record keeping**

All sanctions are recorded on the school's electronic data management system Schoolbase and are reviewed by Pastoral Heads and the Deputy Principal Pastoral. For serious misbehaviour, leading to temporary and permanent exclusion, a separate register is held by the Head, recording the pupil's name, nature and date of the offence and the serious sanction imposed.

The record is reviewed regularly by the Deputy Principal Pastoral so that patterns of behaviour can be identified and managed appropriately.

### **Additional needs**

The school will make reasonable adjustments for managing behaviour which is related to a pupil's disability.

### **Safeguarding**

If behaviour and discipline matters give rise to a safeguarding concern, the school's safeguarding procedures will be followed (see safeguarding policy [Safeguarding Policy](#))

### **Rewards**

[This document](#) provides a general guide for staff

As well as being praised and encouraged, pupils can be rewarded in several ways. Pupils may be given house points by any member of staff in recognition of particularly helpful actions, good pieces of work, and outstanding efforts – all manner of positive contributions to school life. House points are recorded electronically on the pupils' pastoral notes through Schoolbase. Pupils receive a Book of Excellence for outstanding work, effort and achievement, they receive postcards home as acknowledgement of good work. Individual departments reward effort and good work with their own rewards such as: Buenos Puntos in Spanish, Geography Airmiles and Musician or Designer of the Week. There are Form prizes awarded at the end of each term.

There are many prizes awarded each year on speech day for outstanding academic success over the year and there is a colours scheme in which pupils are rewarded for outstanding achievement in school sport. Pupils are seen on an individual basis to receive praise and acknowledgement from the Head following a staff recommendation.

The school also promotes good behaviour through the PSHE programme, which is regularly reviewed in the light of serious behaviour issues; assemblies; and the pastoral system of Form Tutors, Heads of Year, Senior Pastoral Leads and Deputy Principal Pastoral.

## **Hulme Grammar School - Prep** **Rewards and Sanctions Guidelines**

[W Prep School Rewards and Sanctions Policy 2024-25.docx](#) - Live Link

To be read in conjunction with the Prep School Golden Rules:

- Respect one another
- Remember our manners
- Be honest Be kind and helpful
- Be gentle
- Listen to people
- Work hard
- Look after all property

### Aims and Expectations

It is a primary aim of our school that every member of our community feels valued and respected, and that each person is treated with fairness and kindness. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure.

At Hulme Grammar School, we expect pupils to engage in their learning with enthusiasm and give their best effort in class. In social situations, we also have high standards of behaviour and require pupils to treat each other with kindness, respect and tolerance.

We encourage these positive behaviours by providing a rich and engaging curriculum for pupils to explore within a safe, supportive yet challenging environment. We teach pupils the value of good behaviour through our PSHE curriculum, assemblies, form tutor time and by being good role models to them. All staff are encouraged to respond to all evidence of commitment, good work and positive behaviour (whether within the classroom or outdoors) with praise and reward and, further, to share this with others.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We encourage self-reflection and the opportunity to learn from mistakes and take increasing responsibility for their own behaviour. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply our guidelines in a consistent way. At the beginning of each year, we talk through them with new members of staff and specialist teachers.

These guidelines aim to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. These guidelines are designed to promote good behaviour, rather than merely deter anti-social behaviour.

Each class discusses our Golden Rules, developed and reviewed by the Prep School Council. These are displayed within the classroom. If there are incidents of anti-social behaviour, the class teacher will discuss them with the whole class.

Weekly Achievement Assemblies for all Prep School pupils are an opportunity for us to celebrate success within our community. Children are encouraged to bring in certificates, badges or trophies earned outside of school to share with their peers.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (Please refer to our Anti Bullying Policy). We are proactive in making pupils aware of bullying – to prevent rather than to react to. Any significant incidences of bullying are noted within SchoolBase.

A small number of staff have received ‘Team Teach’ training. A rolling programme of training will happen so that this number increases steadily.

It is perhaps necessary to state that, should behaviour merit it, the school will not hesitate to suspend a pupil for the safety and wellbeing of themselves and others.

Effort, achievements and exemplary behaviour are rewarded as follows:

Stickers & Stampers	Used by staff to recognise achievement and effort in daily work or routines.	Immediate feedback given for children to reinforce positive actions and good choices.
House Points	Awarded by staff for high-quality work or work that demonstrates a considerable effort. House Points may also be awarded for demonstrating our Oldham Hulme Grammar School values.	Winning House is presented with the trophy at the end of year (Needham Trophy) and all members of the House will participate in an end of term treat e.g. a film afternoon, an extra playtime.
Postcards home	Postcards can be posted home by staff when they want to recognise and celebrate an excellent piece of work or excellent effort in class.	Postcards posted whenever appropriate, recorded by the class teacher.
Head Teacher’s Award	Awarded by staff for exceptional effort, a high-quality piece of work or an excellent attitude.	Certificates presented in weekly Achievement Assemblies, recorded in the Day Book on SchoolBase and listed in reports.
Star of the Week	Nominated by class teachers each week for a variety of reasons, linked to our values.	Certificates presented in weekly Achievement Assemblies.
Significant Contributors Award	Awarded to children who have made a significant contribution to their House.	Certificates presented at the end of term special assemblies.

End of year prizes	Range of pastoral and academic prizes presented to pupils across Key Stage Two. Awards given for Drama, Music, Art & DT, Computer Science and Sport. Junior Duke Award for pupils who submit their portfolio of evidence and meet the criteria for the award.	Awards presented at Prize Giving at the end of the academic year.
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We acknowledge that, at times, pupils may make behavioural mistakes, just as they do in their learning. We encourage pupils to learn from these mistakes and to change their behaviour accordingly. We will aim to take a restorative approach to dealing with any peer-on-peer incidents so that pupils develop tolerance and respect and learn how their behaviour impacts others. It is for the School to determine any appropriate sanctions. In using sanctions, the aim should always be to improve pupils' overall behaviour and help them learn from their mistakes. In some circumstances, pupils in receipt of sanctions may need additional support and guidance from staff which promotes reflection and helps them to develop resilience.

Examples of Sanctions will include:

Correction Marks (Organisation)	<p>Class teachers must record ALL late homework. Three pieces of late homework will lead to one Correction Mark.</p> <p>A class record of children with forgotten/ inaccurate PE/ Sports/ Swimming kits will be kept. Three forgotten kits will lead to a Correction Mark.</p> <p>A combination of missing homework, incomplete reading record and forgotten kit (3 times) will lead to a Correction Mark.</p>	<p>Correction Marks to be recorded in the Day Book on SchoolBase by the class teacher.</p> <p>Missing homework to be completed at lunch/ break time under the supervision of the teacher.</p> <p>Correction Marks to be communicated to parents the same day they are given.</p> <p>The Deputy Head of Prep will meet with any pupil receiving 2 Correction Marks in a term. The Head of Prep will see any pupil receiving 3 Correction Marks in a term.</p> <p>Correction Marks will be reset termly.</p>
Time out	Short period of reflection time within the classroom environment (if possible).	Pupils may need time away from their peers to reflect on their actions. They may need support from staff to be brought back into the working environment. Recorded in the Day Book on SchoolBase by the class teacher.
Immediate loss of break or lunch	Pupils may be withdrawn from play and directed to a space where they can reflect on their choices. Usually, they will be	Removal from play for a minimum of 10 minutes. Recorded in the Day Book on SchoolBase by the class teacher.

	given a warning in advance e.g. rough play.	
Lunchtime Reflection Time (R1)	Two instances of immediate loss of lunch or break time in a week.	Any pupil who has made poor choices resulting in the loss of break or lunchtime twice in a week will lose twenty minutes of lunchtime. This must be arranged in advance between the class teacher and the Prep Senior Leadership Team (SLT). The pupil must report to a designated member of staff after eating and will be asked to undertake a meaningful activity. An entry will be recorded in the Day Book on SchoolBase by the class teacher.
Lunchtime Reflection Time (R2)	In the case of more serious incidents e.g. physical fighting; homophobic, racist incidents, class teachers must be informed immediately and pupils removed from the playground. Lunchtime reflection time (or a number of lunchtime reflections) could be imposed after discussion with Prep SLT.	An approximate 45 minute time supervised by SLT and escorted back to class at the start of the following lesson. May require a Secure Note in SchoolBase. Likely to require reporting to parents by the class teacher. An entry will be recorded in the Day Book on SchoolBase by the class teacher.

### Managing behaviour in the EYFS

The following strategies are used to encourage positive behaviour within the Early Years-

- Praise and acknowledge positive actions and attitudes and acknowledge children's feelings by naming them.
- House Tokens, stickers and stampers will be given to reward good behaviour.
- Staff will acknowledge feelings, provide an explanation as to what response is not acceptable and support children to gain control of their actions so they can learn a more appropriate response in the future.
- Staff will focus on current issues during Key Worker sessions through role-play and modelling.
- Staff will divert children's attention positively before conflict occurs. If there is conflict, or unacceptable behaviour does occur, staff will find an appropriate area in the classroom for a child to reflect on their choices and how they could make better choices next time.
- If a child is hurt in a conflict, a member of staff will immediately comfort the child who has been upset/hurt. A staff member (usually the staff member that witnessed the incident) will talk to the child that hurt a peer to discuss why they have displayed such behaviour. The staff member will encourage the child to make a decision on how they will resolve the conflict. Interventions may include talking through a child's behaviour, discussing how their actions have made us and the children feel and considering what we might do to make our friends feel better.
- If a child sustains any physical injury or is distressed through another child's behaviour, all parents/carers will be informed and the incident will be recorded on Schoolbase. Both sets of parents/carers will be informed of the incident in a sensitive and supportive way. We

recognise the importance of strong partnerships with parents/carers and involve parents/carers when there is any behavioural concern.

- Sometimes targeted interventions are required due to the developmental needs of the very young children in the Early Years and they will be implemented in partnership with parents. These may include the introduction of intervention groups to promote social skills, like Lego Therapy.
- In significant circumstances, parents may be advised to temporarily reduce the number of hours that their child attends the EYFS in order to help both the child who is displaying unwanted behaviour and the other children in the setting.

### Monitoring and Review

The Head of Prep monitors the effectiveness of these guidelines on a regular basis. General observations around school, review of Correction Marks on SchoolBase, review of House Point tokens, going through Secure Notes on SchoolBase and noting trends and acting upon them.

The rigorous recording of incidents is expected from all staff members.

Date :           September 2025  
Review:         September 2026

 **Sixth Form Sanctions and Rewards 2024-5.doc**  **Sixth Form Student Handbook 2425.pdf**

### **HULME GRAMMAR SCHOOL INVESTIGATING INCIDENTS/COMPLAINTS BETWEEN PUPILS**

*This policy is applicable from EYFS through to year 13*

#### **Principles**

- All complaints/incidents should be investigated fairly and without prejudice to those involved.
- If age appropriate all those involved should be given the opportunity to give their account, verbal and written.
- Every effort should be made to establish beyond reasonable doubt exactly what took place and the role of each of those involved. Where this is not possible staff should make a judgement based on 'the balance of probabilities'.
- Those involved must be made aware of the need for truthfulness and the possible consequences of deception.
- The safety of pupils is paramount and must be assured before any investigation begins.
- The investigation must start as soon as possible after an incident has occurred or a complaint has been received.
- Complex or very serious incidents might necessitate more than one member of staff conducting the investigation.
- Serious incidents/complaints should be brought to the attention of appropriate heads of year, or head of Nursery and Infants / Juniors, or assistant principal - pastoral or deputy principal.
- In the case of serious incidents, parents of pupils involved should be informed at the earliest opportunity.

#### **Procedures**

- Assailants and opposing factions in any dispute should be separated.
- The names of any witnesses and the time and location of the incident should be noted.
- Key participants should be interviewed individually as soon as possible. In the case of serious incidents main participants and witnesses may be kept out of lessons for interviews.
- If age appropriate participants must be asked to provide a full written account of the incidents. If the interviewer acts as scribe the pupil must confirm that they agree with the content.
- If age appropriate key witnesses should be asked to write full, signed statements.
- At the close of an investigation an evaluation of the evidence should be made and fair and appropriate sanctions imposed. In evaluating evidence, the character and record of those making statements may be taken into account.
- A conclusion should be reached. It is hoped that this will make clear the exact nature of the incident and the role of all parties involved. It will sometimes have to be admitted that, for stated reasons, no clear conclusion is possible.
- All the notes and written statements concerned with the investigation must be kept on record until it has been concluded, punishments served and parents satisfied that the school has done what it could to redress the situation. Afterwards a summary of the incident should be placed in the files of all the major participants in the incident.
- A summary of the incident should be recorded on the pupils electronic record
- After the matter is closed, staff should be sensitive to possible recriminations or repetition. It should be made clear that recriminations or repetition are likely to lead to more serious punishment.

## **Guidelines**

- When statements are being taken, pupils concerned should be kept apart to avoid the possibility of collusion.
- However clear-cut an issue may appear to be, it is important that participants and witnesses from both sides of a dispute should be given an equal and fair hearing by those investigating the incident.
- Blame may be fairly apportioned only after all evidence has been considered.
- Threatening cross-examination should be avoided although it will often be necessary to ask an individual to revisit his / her account, in order to resolve inconsistencies.
- Interviewers should avoid leading questions
- Accusations should be avoided.
- The investigation should be concluded as soon as possible.
- Punishments must be fair, and consistent with previous incidents of a similar nature and in accordance with the school's Behaviour Policy.

**Behaviour Policy Reviewed: January 2025**

**Next Review Due: January 2026**