



BEHAVIOUR POLICY 2024 *“Achievement for all”*

1. Introduction

The aims of this policy are in line with our ethos and values:

Nidderdale High School is a school based on the principle that all people are entitled to educational opportunities. Excellent behaviour underpins and is a consequence of outstanding teaching and learning.

We value positive relationships between students and staff and the climate of mutual respect is promoted through our behaviour system. All students should have equal opportunities to participate in school life.

In order to promote a positive atmosphere for learning students need to adhere to basic expectations and clear and consistent rules regarding their behaviour. Our three clear, basic expectations are that all members of the school community are:

- **Ready** for learning
- **Respectful** of themselves, others and the school environment
- **Safe**

Our positive behaviour system recognises that the vast majority of our students follow our rules and behave responsibly, but for the minority that, as part of growing up, make poor behaviour choices we have clear behaviour structures to address transgressions and to support students to make better choices in the future.

2. Key objectives

Our key objectives are:

- Provision of a safe, secure, orderly and supportive environment for students, parents and staff where the structures for positive learning are understood by all
- To encourage our students to live out our Team Nidd values (respect, responsibility, ambition, empathy, resilience, inclusion, kindness and pride)
- A Behaviour Policy, which is applied in conjunction with all school policies in order to provide students with an atmosphere appropriate for high quality teaching and learning
- To have an effective and well-prepared Pastoral care system which clarifies structures for student support and development when needed
- To promote and ensure that students develop a positive attitude to learning in order to achieve their potential and be successful
- To ensure no-one should receive less favourable treatment on the grounds of race, disability, physical ability, age, income, religion/belief, colour, ethnic or national origin, gender, sexuality
- To provide a continuum of outcomes and support for behaviour choices.
- To promote clear basic standards which are understood and followed by staff and students.

The purpose of the policy is to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour including harassment does not occur.

In addition, within the whole school community, the following occurs:

- Good behaviour is recognised via our rewards programme tracked by Arbor. Outcomes are always applied consistently for unacceptable behaviour including bullying and violence.
- Appropriate action is taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students.

- Students whose behaviour and attendance deteriorates through events such as bereavement, abuse or through divorce, separation of parents, are identified and supported through the Pastoral system and outside agencies.
- All school staff model positive behaviour and promote it through active development of students social, emotional and behaviour skills including via the curriculum, PSHE programme, Flourish, tutoring and in school life generally.

3. Roles and Responsibilities

All adults working in school are responsible for modelling and promoting good behaviour and for the management of behaviour around school.

The Governing Body will:

- Agree and promote an ethos and values which support good behaviour, respectful relationships and equality of opportunity in school
- Ensure the Behaviour Policy is followed
- Take part in Pupil Discipline Panels as required

The Headteacher and Leadership Team will:

- Model and promote the adult behaviours which underpin respectful relationships and good discipline in school
- Maintain a visible presence around school, including Meet & Greet
- Support colleagues to implement the Behaviour Policy consistently

Pastoral Staff will:

- Model and promote the adult behaviours which underpin respectful relationships and good discipline in school
- Maintain a visible presence around school, including Meet & Greet
- Support students through restorative practices when they have made poor behaviour choices

Form Tutors will:

- Meet and Greet form group every day
- Undertake the regular, supportive basic standards checks requested, including uniform and equipment
- Follow the daily tutor programme to ensure a calm and purposeful start to the day
- Contribute to weekly Key Stage briefings to ensure a consistent approach to supporting students to meet basic expectations

All staff will:

- Model and promote the adult behaviours which underpin respectful relationships and good discipline in school
- Understand their individual responsibility for the management of behaviour in school and to follow the Behaviour Policy
- Take part in restorative conversations with students as required
- Meet & Greet all classes

Parents/Carers will:

- Take responsibility for the behaviour of their child
- Work in partnership with the school to support the operation of the Behaviour Policy

Students will:

- Take responsibility for their own behaviour and comply with basic expectations to be Ready, Respectful & Safe

4. Behaviour and School Values

At Nidderdale High School, our ambition extends beyond students simply following the rules of being ready, respectful, and safe. We aim to cultivate character-forming habits that empower our students to embody and live out our core school values: **respect, responsibility, ambition, empathy, resilience, inclusion, kindness, and pride.**

To support this goal, we will award positive points on Arbor that are specifically linked to these values, reinforcing positive behaviour in alignment with our ethos. Additionally, we will deliver weekly assemblies focused on our school values, providing students with practical examples of how they can incorporate these principles into their daily lives.

5. Positive Behaviour System - Rewards

At Nidderdale High School, we use the Arbor behaviour management system to log, monitor, and analyse student behaviour. Positive points are awarded to students in recognition of their hard work, positive attitudes towards learning, preparedness for school (including equipment and uniform), and respectful interactions with others.

Staff members are encouraged to acknowledge and reward students who demonstrate positive behaviour by awarding “positive points” on Arbor. These points accumulate, and students are rewarded upon reaching milestones: Bronze (100 points), Silver (200 points), Gold (400 points), and Platinum (500 points). This system aims to recognise students' achievements both in lessons and around the school, ensuring that those who consistently demonstrate good behaviour—often the silent majority—are appreciated.

Students who attain a high proportion of positive points will be invited to participate in two rewards trips each academic year. Additionally, the student leadership team will be invited to suggest rewards that reflect the preferences of the student body, with the school striving to implement these suggestions where appropriate.

Each week, students will receive a "clean slate" positive from their form tutor if they have maintained only positive behaviour throughout the previous week. Both students and parents/carers have access to the Arbor system, allowing them to track behaviour and achievements in real-time.

Student accomplishments are further celebrated through weekly nominations for Nidderdale STAR postcards and termly nominations for attainment and progress awards during Achievement Assemblies.

6. Positive Behaviour System – The Nidderdale approach to in-class behaviour

At Nidderdale High School, we recognise that students may not always make the right behaviour choices—mistakes are a natural part of learning and growing. To support students in making better decisions, staff follow a structured approach to manage and improve engagement in the classroom:

- **Remind:** Students are given a verbal reminder, clearly stating the behaviour that does not meet classroom expectations.
- **Reset:** If the behaviour persists, the student is provided an opportunity to reset. This might involve changing their seat, stepping outside the classroom for a moment, having a one-to-one conversation, or highlighting positive behaviour. If the reset does not lead to improvement, the teacher may issue a negative point on Arbor.

- **Remove:** Should the behaviour continue, the student will be removed from the classroom by a senior member of staff. If appropriate, the student may be reintegrated into the lesson; if not, they will be placed in an alternative classroom.
- **Restore:** The following lesson will always begin with a fresh start, ensuring the student can move forward positively.

This structured approach is summarised by the "4 Rs": **Remind, Reset, Remove, Restore.**

In addition, we strive to maintain a high level of positive reinforcement in lessons, following a 5:1 ratio of positive to corrective interactions. This means that for every corrective action, there are five positive interactions, reinforcing good behaviour and fostering a supportive classroom environment.

To further encourage positive behaviour, staff award positive points on Arbor, providing formal recognition and feedback to both students and parents. For those students who consistently impress, we go beyond Arbor by making additional contact to parents through emails or phone calls to share their achievements.

This is encapsulated by the "3 Ps": **Praise, Points, Parents.**

7. Equipment, homework, uniform, punctuality and mobile phones

At Nidderdale High School, students are expected to meet the basic requirement of being **Ready to Learn**. Form tutors will check for basic equipment each morning and issue a pen if needed. This will be recorded on Arbor, and parents/carers will be contacted to inform them and offer support if necessary.

Evidence from the Education Endowment Foundation highlights the significant impact that completing homework has on pupil progress. Therefore, if a student fails to submit homework by the due date, they will receive a "Not Ready - Homework" negative point on Arbor. Should a student miss three pieces of homework within a term, they will be required to attend a **Reflect and Correct** session for 25 minutes during lunchtime.

Students are also expected to wear full school uniform every day. Form tutors will check uniform each morning, and any issues will result in a "Not Ready - Uniform" negative point on Arbor. No additional negatives will be given for uniform on the same day, but students will be expected to wear full uniform the following day. Parents/carers will be contacted via email to offer support for recurring uniform issues.

At Nidderdale High School, we value every minute of learning and emphasise the importance of arriving promptly to lessons. To support this, we have built in transition time after both morning break and lunch to ensure students can reach their lessons on time.

All instances of lateness will be recorded on Arbor, and parents can view this information through the daily registers. Tutors and Heads of Key Stage will review punctuality on a weekly basis, addressing any concerns by considering the total minutes late and the reasons behind the lateness. Appropriate actions will be taken to support students in improving their punctuality.

While we understand the need for students to bring mobile phones to school for emergencies, phones should not be visible or used on school premises at anytime during the school day unless directed by a teacher for learning purposes. If a student is using their phone inappropriately, they will be given the option to hand it in for the rest of the day, which will be noted on Arbor. The phone will be returned at the end of the school day.

If a student refuses to hand in their phone, this will be recorded as a "Not Ready - Mobile Phone Refusal" negative point on Arbor, and the phone will be confiscated by a senior member of staff for the remainder of the day or the next day. The student will be required to attend a 25 minute **Reflect and Correct** session during lunchtime. In cases of repeated issues with mobile phone use, we will always inform parents/carers to seek their support and plan further intervention.

8. Reflection and Correction

Behaviour points are reviewed weekly to identify any patterns or concerns. Students who accumulate a significant number of negative points will meet with their Head of Key Stage or a member of the Leadership Team to reflect on the behaviours that led to these points. During this meeting, students will work together with staff to identify corrective actions that can be taken to prevent further negative behaviour.

Heads of Key Stage or members of the Leadership Team may assign a **Reflect and Correct** session to students who consistently receive multiple negative points.

In addition, students who receive negative points for behaviour classified as "Not Safe" during social times may also be required to attend a Reflect and Correct session during break or lunchtime. These sessions provide an opportunity to reflect on the impact of unsafe behaviour on the school community and explore strategies to prevent such actions in the future.

9. Removal from lessons

Removal from a lesson may be necessary in response to a serious incident where a student has failed to act respectfully and/or safely. It can also occur when a student is persistently disruptive and has not responded to verbal reminders or opportunities to reset within the classroom.

At Nidderdale High School, we are conscious of the potential negative impact that isolation booths can have on young people, so we adopt a different approach. In some cases, students may be removed from their year group and required to complete work in a different classroom, separate from their usual peers. Alternatively, if this is deemed inappropriate, the student may be asked to work with a member of the Senior Leadership Team (SLT) either in or near their office, or within the Pastoral Support Centre.

For more serious incidents, a student may be required to spend a full or half day in **Reflection**. During this time, they will be removed from their regular lessons and complete work in alternative classrooms. Socialising will not be permitted during these periods. The Pastoral Team may also engage the student in restorative work, which could involve discussions with staff, mediation with other students, or pastoral interventions.

In all cases where this consequence is deemed necessary, we will inform parents/carers directly.

10. Suspension, Exclusion and Governor Pupil Discipline Panels

In line with DfE guidance, when persistent or serious breaches of the behaviour and discipline policy occur, the Headteacher has the power to suspend a student from school for a period of 0.5 to 45 days in any academic year. In the most serious cases a permanent exclusion may be considered. It is not possible to provide an exhaustive or definitive list of reasons why a student may be suspended from school. However, the following issues may result in a period of suspension from school: serious verbal abuse of an adult in school; unprovoked violent conduct; serious breaches of the Behaviour Policy relating to drugs, alcohol or other prohibited items; persistent bullying behaviour.

On some occasions when a suspension of more than five days has been issued and whenever a permanent exclusion is issued, the Governing Body will convene a Pupil Discipline Panel to consider the reasons for the exclusion.

Where a student is at risk of suspension from school, the Pupil Discipline Panel may be asked to convene to meet with the student, their parent / carer and the Headteacher to ensure that all parties are fully aware of the issues in school, possible consequences of continued challenging behaviour and the support available to facilitate more positive behaviour choices moving forward.

11. Issues occurring outside school

The school has the authority to discipline students for misbehaviour outside of school, including behaviour on the school buses. (See paragraphs 92 - 95 'Behaviour and Discipline in Schools' DfE September 2022).

12. Confiscation

If a student brings an item not permitted in school (energy drinks, cigarettes, dangerous items), the item will be confiscated by a member of the staff team and kept in a safe place for collection by a parent/carer.

13. Searching Students and their Possessions

It is extremely rare that searching a student and their possessions is required. The Headteacher can authorise a search of students or their possessions (including bags and lockers) without their consent if there are reasonable grounds for doing so. (See paragraph 3 Searching, Screening and Confiscation DfE July 2022). This power applies to searching for:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Teachers can also instruct students to turn out their pockets and empty their bags. The police could be called where there is a potential danger or risk to the personal safety of the teacher, the student, or others.

14. Use of reasonable force

The vast majority of students at Nidderdale High school behave very well and make the right behaviour choices throughout the school day. However, in order to fulfil our duty of care to all students, prevent harm and maintain a safe learning environment, as a last resort we may need to physically restrain a student for his or her own safety if a student is at risk of causing harm to him/herself to other students/adults. In exceptional circumstances staff may use physical restraint on a student. See Annex A for details (Use of Reasonable Force, DfE reviewed July 2015).

15. Continuing Professional Development

All staff in schools will be provided with the skills to understand and manage student behaviour effectively. As a school we will:

Provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour. There are regular opportunities to request training via SLT and in review meetings for performance management.

Ensure that all staff joining the school receive induction training. This need applies equally to Early Career Teachers (ECT), senior managers and experienced teachers from other schools whose needs are often neglected and need to adjust to new systems and expectations.

Develop the specialist skills of staff that have particular leadership responsibilities for improving behaviour and use them to coach colleagues in areas of weakness or lack of confidence.

Provide training and support to undertake restorative conversations.

Provide training and support to enable staff to work following trauma informed and ACE aware principles.

16. Supporting Students to manage their behaviour choices

We recognise that some students may fall into patterns of challenging behaviour, which they will struggle to correct without appropriate support. The school's Pastoral Team use a variety of strategies to support students to make positive choices. These include:

- Mentoring
- The report system
- Restorative conversations with teaching staff and other adults
- Mediation with other students
- Time out cards
- Specific interventions as required
- Access to external support, including counselling
- Curriculum changes if appropriate

All school staff are supported and encouraged to take part in restorative practice to ensure that relationships are not damaged by poor behaviour choices.

17. Liaison with parents and other agencies

In managing student behaviour schools need the support of parents and carers. In the first instance this is through regular checking of the Arbor system. Parents/carer may also contact the Pastoral team if they wish to discuss their child's behaviour.

Parents need to be aware, when dealing with the school, that it is helpful if they, like the staff, try to model appropriate behaviour for their children to see.

Schools by themselves cannot resolve all the issues that some children come to school with. We believe that working with other agencies is important. We know where resources are enhanced to enable agencies to work together, that students, parents and communities benefit. The school is committed to working in partnership with other local schools through the Harrogate, Ripon & Knaresborough NYAPP panel this includes the managed move process, providing off-site isolation and/or exclusion facilities and the sharing of expertise.

The school works with:

- CAMHS
- Harrogate Inclusion Hub

- JustB counselling
- Educational Psychologists
- The Early Help Service
- Children's Social Care
- The Springwell Academy (PRU)
- North Yorkshire Police

18. Managing Student Transition

Changing schools is never easy. At Nidderdale High School we recognise this and aim for a smooth transition for all students. As a school we will:

- Ensure that teachers receiving new students are given appropriate information to help the teachers to plan work and manage the transition.
- Develop peer mentoring systems using students to support each other on arrival.
- Ensure a suitable timetable is drawn up for the students.
- Liaise with the previous school to ensure we have as much information about the new student both academically and pastorally to allow for a smooth transition that allows us to meet all the needs of the student.

Changes of class, moving to new teachers and new schools can cause students and parents' anxiety. As professionals we recognise if we get this wrong, it can adversely affect students' motivation, attitude, attainment and behaviour. Working constructively with parents and others can significantly reduce this stress. All students joining the school will be clear of our expectations via the transition activities led by the Assistant Headteacher, Achievement & Progress and Heads of Key Stage.

Approved by Local Governing Board 14.10.24

Date of Review: October 2026

USE OF REASONABLE FORCE

Under guidance from the DfE our Behaviour Policy includes this section on the power to use reasonable force. In schools we have become used to and skilled at defusing situations without the use of force. The law has now been clarified concerning the powers of staff to use force in exceptional circumstances. It is not intended to authorise the use of corporal punishment nor to encourage the use of inappropriate force. Staff are expected to continue to use the support mechanisms available to defuse difficult situations.

It is accepted that there are situations where it is necessary to physically assist a student in the course of work. An example of this would be a PE teacher assisting a student who is doing a difficult manoeuvre or injured, a music teacher who needs to show a student how to play an instrument, a teacher involved in outdoor education who needs to assist a student in a strange environment. Even so any such actions should be done carefully to avoid any misunderstanding. Even well-intentioned physical contact can be misconstrued.

It is the policy of the school that only in exceptional circumstances may physical restraint be used on a student by any member of staff at the school. For example, teachers may physically separate students found fighting or may physically remove a student from an area if they refuse to do so when instructed. This should only be for the safety of the student or others around them.

The Headteacher authorises the physical restraint of students in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the force absolutely necessary to prevent injury to the student or any other student or member of staff, to prevent a student causing damage to property or behaving in a manner which is severely disruptive of students' work, or to prevent a student committing a crime.

Adults must not put themselves into physical danger in any circumstances. If self-defence is necessary then the minimum force must be used. It is for the Headteacher to decide whether circumstances are such that the police should be called.

The force used must be appropriate in the sense that a "reasonable adult" would think it a proportionate or suitable response in the circumstances. It should always be the last resort and in no circumstances be used in anger or to inflict pain. There may be occasions when the responsible adult is angry; in those situations it would be wise to seek help. Any force used must always be the minimum needed to address the situation. The school has a legal duty to make reasonable adjustments for SEND students where use of force is necessary.

Further guidance can be found in the DfE Use of Reasonable Force Guidance – reviewed July 2015; advice for Headteachers, staff and governing bodies.

NIDDERDALE HIGH SCHOOL – ANNEX B TO BEHAVIOUR POLICY



<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Ready • Respectful • Safe • School Values in action • Meeting progress targets • Involved in the life of the school 	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Not ready for learning • Not respectful • Not safe 	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Repeatedly not ready, respectful or safe despite reminder, reset and negative 	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Behaviour that deliberately puts the safety of others at risk – including physical aggression • Behaviour that is deliberately disrespectful – including verbal aggression & defiance 	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Repeated behaviour from previous column • Extreme behaviour impacting safety and good order of the school community
<p>OUTCOME</p> <ul style="list-style-type: none"> • 100 points = Bronze • 200 points = Silver • 400 points = Gold • 500 points = Platinum • Nidderdale STAR • Phone calls home • Reward trips 	<p>OUTCOME</p> <ul style="list-style-type: none"> • Reminder • Opportunity to reset • Negative points issued on Arbor • Meeting with Head of Key Stage for repeated patterns of disruption. 	<p>OUTCOME</p> <ul style="list-style-type: none"> • Removal from lesson • Lost learning time • Reflection, Catchup and Corrections 	<p>OUTCOME</p> <ul style="list-style-type: none"> • Reflection and correction • Time in Reflection • Loss of social time • Meeting with SLT 	<p>OUTCOME</p> <ul style="list-style-type: none"> • Exclusion up to 45 days • Permanent Exclusion • Governors' Pupil Discipline Panel
<p>SUPPORT</p> <ul style="list-style-type: none"> • Form tutor daily check in • Teacher meet & greet • Flourish Programme 	<p>SUPPORT</p> <ul style="list-style-type: none"> • Form tutor report • Teachers review seating plans • Teachers review learning needs • Restorative conversations 	<p>SUPPORT</p> <ul style="list-style-type: none"> • Head of Key Stage report • Pastoral support • Review learning needs • Contact with parents • Restorative conversations 	<p>SUPPORT</p> <ul style="list-style-type: none"> • Review curriculum • Alternative provision • SLT Report / Contract • Restorative conversations • Behaviour and engagement closely tracked by the whole inclusion team 	<p>SUPPORT</p> <ul style="list-style-type: none"> • Meeting with parents • Consideration for off-site direction • Referral to Early Help • Referral to other agencies including Just B, Compass Reach and Police • Alternative Provision

At Nidderdale High School all students will be expected to follow 3 simple expectations: to be ready to learn, to be respectful and to be safe at all times. We recognise that students may occasionally slip from these expectations. In most cases students will correct their own behaviour through reminders and resets. Students will be supported to change their behaviour on every step of this continuum. Please note that although this is presented as a continuum of support and challenge, in the case of a serious breach of school rules the school will implement the more serious outcomes immediately.