



PLYMOUTH HIGH SCHOOL FOR GIRLS

Policy: Behaviour management: rewards and sanctions and statement of behaviour principles

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GOVERNORS SUB COMMITTEE: T & L

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- To encourage and celebrate positive behaviours and achievements
- To promote respect, tolerance and understanding across the whole community
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE). All documents are available from www.gov.uk:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Exclusion: this policy is guided by the [Statutory DfE Guidance: Exclusion from maintained schools, academies and pupil referral units \(September 2017\)](#)

The principal legislation to which this guidance relates is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

On Line Safety: this policy is guided by the legislation referred to in the On Line Safety policy

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Not adhering to the school's Code of Conduct

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Harm to others for example hitting or fighting
- Smoking or drinking
- Racist, sexist, homophobic or discriminatory behaviour
- Misuse of social media, or on-line activity which is not in line with our Online Safety policy
- Behaviour which calls the school and its community into disrepute
- Malicious allegations against members of the school community
- Possession of any prohibited items. These may include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, e-cigarettes (vaping)
 - Fireworks
 - Pornographic images, including any storage devices upon which they are saved
 - Any article a staff member 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)

Positive achievement may include:

- High attainment in academic work either in one specific piece of work or over a period of time
- Recognition of positive mind set, resilience and commitment
- Extra-curricular contribution
- Prizes or success in activities/competitions won within or outside school
- Contribution to the life of the school
- Success in examinations

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Misuse of substances

This policy applies to all staff, students, parents / carers, governors and partner agencies working in the school. It includes journeys to and from school in school uniform and for Sixth Formers, between schools, work experience, residential trips and college courses. Students must not bring controlled drugs, cigarettes or alcohol onto the school site at any time.

The definition of a drug given by the United Nations Office on Drugs and Crime

A substance people take to change the way they feel, think or behave.

The term 'drugs' and 'drug education', unless otherwise stated, is used throughout this document to refer to all drugs:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- Legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and alkyl nitrites (known as poppers)
- All over-the-counter and prescription medicines.
- E-cigarettes, so called 'vapes' and other vaporizing equipment.
- So called 'Legal Highs'.

The school's stance towards drugs, health and the needs of students

The school does not tolerate the possession, use or supply of illegal and other unauthorised drugs within the school boundaries. The school's response will be in accordance with its behaviour management policy and its sanctions procedures which must be seen to act as a deterrent to other students.

Response for Managing Drug Related Incidents (Members of staff)

Any member of staff who is suspected of substance misuse will be dealt with under the terms of the school's Disciplinary Policy and Procedures

The school recognises that there are instances where other non-controlled drugs may legitimately be in school see **Appendix 2**.

6. On-line safety

Staff and students are expected to behave in line with the school's On Line Safety policy. If there are breaches of this then sanctions are applied in line with the school's On Line Safety Policy and other appropriate legislation. **Refer to On-line safety policy**

7. Roles and responsibilities

7.1 The governing board

The Governing Body, Teaching and Learning Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body, Teaching and Learning Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, Teaching and Learning Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher will oversee and review the system of rewards and sanctions which supports the implementation of this policy annually, with senior members of staff

The Headteacher will report a serious incident to the Chair of Governors and will advise on who else needs to know.

7.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents according to the school systems

The senior leadership team will support staff in responding to behaviour incidents.

7.4 Parents

Parents are expected to:

- Support their child, and the school, in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher, Head of Year or other appropriate member of staff promptly

8. Pupil code of conduct

We aim to be a learning, caring community. All members of the school can expect:

- To be treated fairly and with respect
- To work in a tidy environment
- To be allowed to succeed
- To have all personal and school property respected

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect, consideration and courtesy to members of staff, each other, and members of the public
- In class, be ready to learn with a positive attitude, respecting the right of the teacher to teach and others around them to learn.
- Move quietly, in an orderly way, around the school
- To be on time to each day: registration, lessons and to other school activities
- Treat the school buildings and school property with respect and with regard to health and safety
- Wear the correct uniform at all times
- To follow the ICT code of conduct and online-safety advice, and to use social media responsibly and with consideration for others and the school community
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Accept sanctions if school rules and expected standards of behaviour, uniform, and attendance are not adhered to

A detailed Code of Conduct is printed in the pupil planner and is reviewed annually by the Headteacher and senior staff.

9. Rewards and sanctions

9.1 Examples of rewards and sanctions may include:

Positive behaviour will be rewarded with:

- Praise
- Commendations or Achievement points (SIMS points)
- Letters, postcards, emails or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- verbal reprimand
- Moving a pupil's seating position or group within a lesson
- Sending the pupil to another class to complete their work if disturbing the lesson (parking)
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Letters, emails or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Referring the pupil to a senior member of staff

We may isolate the pupil in response to serious or persistent breaches of this policy and they will be expected to complete the same work as they would have done in class.

Pupils who do not attend a given detention are expected either to repeat it or attend another detention with a senior member of staff.

9.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site, when wearing school uniform or representing the school, such as on a school trip, on the bus on the way to or from school, or when a student is given the privilege to be off site at lunch time. Off-site behaviour includes bringing the school and its community into disrepute by actions or comments on social media.

9.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

10. Behaviour management

10.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Emphasise the pupil code of conduct in their dealings with pupils
- Follow the school's system of structured sanctions and rewards
- Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement, praising and rewarding as appropriate

10.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

10.3 Confiscation

Any prohibited items (listed in section 3 above) found in pupils' possession will be confiscated.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](http://www.gov.uk/government/publications/latest-guidance-on-searching-screening-and-confiscation). (see www.gov.uk/government/publications)

10.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11. Pupil transition

To ensure a smooth transition to the next year appropriate staff members hold transition meetings and/or share information to ensure behaviour is continually monitored and the right support is in place.

Information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Exclusion

The school adheres to the DfE Statutory Guidance on Exclusions from maintained school, academies and pupil referral units. For details on exclusions regulations:

<https://www.gov.uk/government/publications/school-exclusion>

Appendix 3 outlines the National standards for exclusion

13. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Specific members of staff will be identified to receive extra, specialist training which supports their role in school

14. Monitoring arrangements

This behaviour policy and written statement of behaviour principles (appendix 1) will be monitored and reviewed by the headteacher and the Governor's Teaching and Learning Committee annually.

At each review, the policy will be approved by the headteacher and the Teaching and Learning Committee.

The headteacher and relevant senior staff will review the pupil code of conduct, sanctions and rewards systems associated with implementing this policy annually.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying (students) policy - sanctions
- Attendance (students) policy – sanctions for lateness
- On line safety policy – sanctions
- Safeguarding policy
- Special Educational Needs policy
- Teaching and Learning policy

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination and have the right to be treated fairly and with respect
- Staff and volunteers set an excellent example to pupils at all times
- All members of the school community are required to be courteous and considerate to each other and to members of the public when representing the school
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the headteacher and the Governor's Teaching and Learning Committee annually

Appendix 2: Instances where other non-controlled drugs may legitimately be in school.

Medicines

Some students may require medicines that have been prescribed for their medical condition during the school day. Staffing, administration, storage and record keeping procedures are all clearly set out in the Medicines and First Aid Policy.

The medicines policy also sets out the circumstances in which a student may take non-prescribed/over-the-counter medicines, such as those providing relief from period pains or hay fever. School staff do not give non-prescribed medication to students unless supplied with written authorisation by parent/carer.

Volatile substances

Some solvents or hazardous chemicals are legitimately used by school staff or students. These substances are stored securely (in line with COSHH regulations) and managed to prevent inappropriate access or use. Arrangements are set out in the school's health and safety policy.

Alcohol

Use and consumption of alcohol at school can only be authorised by the Headteacher.

In keeping with our duty of care, employees are not permitted to consume alcohol during the school day, or at any time when they will be subsequently supervising children.

The school recognises that there may be occasions when a member of staff may experience difficulties in relation to alcohol misuse outside of school. Staff are encouraged to discuss this with line managers so that support can be put in place. An Occupation Health Referral can be actioned if appropriate.

Tobacco, e-cigarettes and vaporizers.

In keeping with our National Healthy School Standard, and Plymouth City Council policy, PHSG is a non-smoking site for all traditional and electronic forms of cigarette.

Appendix 3: National Standards for Exclusion

Please refer to the [DfE Statutory Guidance on Exclusions](https://www.gov.uk/government/publications/school-exclusion) for details on exclusions regulations:
<https://www.gov.uk/government/publications/school-exclusion>

<p>Physical assault against pupil Includes: Fighting Violent behaviour Wounding Obstruction and jostling</p> <p>Verbal abuse/threatening behaviour against pupil and Verbal abuse/threatening behaviour against adult Includes: Threatened violence Aggressive behaviour Swearing Homophobic abuse and harassment Verbal intimidation Carrying an offensive weapon</p> <p>Racist abuse Includes: Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti</p> <p>Drug and alcohol related Includes: Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse</p>	<p>Physical assault against adult Includes: Violent behaviour Wounding Obstruction and jostling</p> <p>Bullying Includes: Verbal bullying Physical bullying Homophobic bullying Racist bullying</p> <p>Sexual misconduct Includes: Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti</p> <p>Theft Includes: Stealing school property Stealing personal property (pupil or adult) Stealing from local shops on a school outing Selling and dealing in stolen property</p> <p>Damage Includes damage to school or personal property belonging to any member of the school community: Vandalism, arson, graffiti</p>
<p>Persistent disruptive behaviour includes: Challenging behaviour / Disobedience / Persistent violation of school rules</p> <p>Other includes: Incidents that are not covered by the categories above, but this category should be used sparingly</p>	

This list provides descriptors of reasons for exclusions. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick-list for exclusions.