

# PARK HOUSE SCHOOL & SPORTS COLLEGE

## PRAISE, REWARD, BEHAVIOUR AND DISCIPLINE POLICY

### CHANGE HISTORY

### LINKED DOCUMENTS

Teaching and Learning Policy  
E-Safety Policy  
Safeguarding Policy  
Bullying Policy  
Equality Policy  
Drugs Policy  
Attendance Policy  
School Transport Policy  
Home School Agreement

This policy aims to promote

- **Positive approach to praise and reward**
- **Good behaviour, self discipline and respect**
- **The prevention of bullying**
- **Safeguarding and equality promotion (see linked policies)**
- **Student motivation and enjoyment of learning**

### Philosophy

At the heart of the school's success is its positive ethos, sense of purpose, shared values and its promotion of good relationships between teachers and students. Teaching and learning which exhibits differentiation, mutual respect and effective classroom management is conducive to good behaviour. A safe and caring learning environment is paramount, where adults have a duty of care to ensure students are safe and free to learn.

### Principles

This policy takes into account the following principles and powers

- Mutual respect between all members of the school community
- Safeguarding and the promotion of student welfare

Equality to eliminate discrimination and meet the needs of SEND students (Section 149 Equality Act 2010)

- The power to discipline beyond the school gates
- The power to use reasonable force
- The use of screening and searching techniques

The provision of a stimulating and structured learning environment in which students are able to learn effectively and achieve their full potential The important role played by parents in securing appropriate behaviour of their child at school, on the way to and from school, and when representing the school offsite

- A Behaviour/Classroom Management Plan outlining the rules, rewards and sanctions which is displayed in all classrooms
- The school's responsibility is to ensure it provides an orderly and structured environment based on positive and constructive rules of conduct.
- Students who are disabled are not placed at a substantial disadvantage in comparison to students who are not disabled *through* reasonable adjustments to the Statements of Principle, Policy and Disciplinary practice.

### **Roles and Responsibilities**

**The Local Governing Body** will establish the policy and review it annually. It will communicate the policy to parents, carers and students, ensuring it is non-discriminatory, and its expectations are clear. The Governors will support the school in maintaining high standards of behaviour.

**The Headteacher** will be responsible for the implementation and day-to-day management of the policy and its procedures. Support for staff is an important responsibility of the Headteacher and senior staff.

**All staff** will be responsible for ensuring the policy and procedures are followed, and that it is consistently and fairly applied. The relationship between staff and students is crucial to the maintenance of an effective learning environment. Staff should act in a consistent and fair manner, making their expectations clear and ensuring students are aware of the guidelines within their classroom and the school as a whole.

**Students** will be expected to take responsibility for their own behaviour and will be fully aware of the policy procedures and expectations. They have a responsibility to ensure that incidents are reported to the appropriate staff. Students are encouraged to participate fully in the life of the school and the opportunity it provides, and to contribute their views through their representatives.

**Parents and carers** are expected to take responsibility for the behaviour of their children, both inside and outside of school. The school provides opportunities to students and their parents to discuss behaviour issues and develop suitable strategies to minimise disruption.

**Parents/carers** will be encouraged to work in partnership with the school to maintain high standards of behaviour.

**The school** will communicate expectations to parents and carers and the governors will ensure that the policy and procedures are applied without discrimination and that concerns are heard and appropriately addressed.

### **Rewards**

The school believes that rewards encourage success, commitment and a sense of achievement. Staff and students should take every opportunity to celebrate individual and group success.

### **Praise and Reward**

There are a wide range of both informal and informal opportunities to praise positive behaviour and

achievement. As students mature they are encouraged to move away from a need or desire for extrinsic reward towards the intrinsic reward and self-satisfaction in a job well done. Students may be rewarded for their effort and behaviour by individual members of staff, Heads of Department by referral to their Head of Learning, Director of Studies, Deputy Headteacher or Headteacher, who will see the student concerned. Letters of commendation may be sent to parents as a result. The Olympic and Paralympic Values of Excellence, Inspiration, Courage, Determination, Friendship, Respect and Empathy, provide an over-arching framework for praise and reward. However, the formal opportunities include:

### **House Points (See Appendix A)**

For students in Years 7 – 13 reward points are awarded for significant achievement/effort in relation to previous efforts. Achievements work on a point score system. Students with high point scores will be identified by Heads of Learning/Heads of House and commended in their assemblies with prizes (vouchers). Staff are encouraged to log positive comments relating to all aspects of school life, awarding points accordingly. (See Appendix A) 5 points warrants a commendation card.

### **Bronze, Silver and Gold Awards**

Students from Year 7 to Year 13 should be encouraged by staff to collect reward points. Tutors monitor students' progress and input details on to the system as and when awards are achieved. Awards certificates will be printed periodically and Heads of Learning / Heads of House will present them in their assemblies.

Heads of Learning will nominate these students based on their overall point score. A letter of invitation will be sent home as well as a printout of all of their recorded achievements.

### **Display of Students' Work**

Students' work is displayed and Departments should ensure that a range of different ability groups' work is displayed equally. The use of verbal praise is commonly used by staff to recognise effort and achievement. When a 'Brilliant' piece of work is produced, staff are encouraged to bring this to the Headteacher's attention. He will then meet with the student concerned to praise them and send a congratulatory letter to the parents too.

### **Prize Giving**

At the end of each academic year Prize Giving awards are presented for effort and academic achievement in each subject. Tutorial prizes are awarded for consistent effort and Service to School. Governors' prizes are awarded for services outside of school. These occasions are celebrated formally with parents/guardians invited to attend. External examination certificates are awarded to Years 11 and 13 at an awards ceremony evening in November and December each year respectively.

### **The 'Wall of Fame'**

Students within each year group will be nominated on a regular basis for a 'Wall of Fame' award as a result of demonstrating exemplary behaviour and achievement in relation to the Get Set Olympic and Paralympic Values of Excellence, Determination, Friendship, Courage, Respect and Equality. Recipients of this award will receive an 'Achievement Award' letter of commendation and will be photographed for the 'Wall of Fame' noticeboard in the Main Hall.

### **The Power to Discipline**

Teachers, Teaching Assistants and other staff with responsibility for students have the power to discipline students whose behaviour is unacceptable, and/or break the school rules, or who fail to follow reasonable

instructions. This applies to student behaviour in school and outside school, and either in or out of school uniform.

- in school (inclusive of the journeys to/from the school)
- in the vicinity of the school, including on route to and from school
- during study periods/leave
- during work experience placements
- at sports fixtures
- on school trips
- during involvement in any school-related activities

Teachers, Teaching Assistants and other paid staff with responsibility for students can impose disciplinary measures in response to poor behaviour, which may include confiscation, retention or disposal of student property, and detention.

### **The Power to Search**

School staff can search students without their consent for any item banned by the school rules (weapons, dangerous items, aerosols, laser pens, alcohol, cigarettes, tobacco, illegal drugs).

Mobile phones used on the school site in school time without permission will be confiscated, and returned at the end of the school day.

Staff can ask students to empty their pockets and their bags. If students refuse to cooperate, their parents may be contacted and if necessary, the police may be asked to assist, and the school will apply a disciplinary sanction.

Staff authorised to search students should where possible be of the same sex as the students being searched, and there must also be a staff witness, who if possible, should also be of the same gender.

The Headteacher and staff authorised by the Headteacher have the power to search students or their possessions without consent where they suspect the students may have weapons, alcohol, smoking paraphernalia, illegal drugs, stolen items or inappropriate material on mobile devices. If weapons, knives or illegal drugs are discovered, they must be handed over to the police. Any other confiscated items will be returned as soon as investigations are complete.

The extent of the search relates to outer clothing, coats, hats, boots, hats and scarves. Possessions refers to goods which the student has or appears to have control, which includes desks, lockers, bags, and mobile devices.

### **The Power to Use Reasonable Force**

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This power will be used when other strategies have been exhausted.

### **Allegations (of Abuse) against Staff**

Allegations (of abuse) against staff will be taken seriously and the school will ensure that it deals with allegations quickly and fairly, and to provide effective protection of the student, and to support the person who is the subject of an allegation. If a student is found to have made a malicious accusation against a member of staff, the Headteacher will decide on a sanction appropriate to the seriousness of the matter.

## **Intervention Strategies for Good Behaviour and Discipline**

### **Early Intervention**

The school aims to ensure that the curriculum meets the needs of the students. All staff will support students and encourage them to take responsibility for their own actions and recognise the consequences of inappropriate behaviour.

All staff will adopt restorative approaches to address behaviour issues in the first instance.

The following staff have specific roles and responsibilities in relation to student behaviour:

- Student Managers investigate and resolve student issues which occur outside the classroom. Parents/carers will be contacted about student concerns and may be invited into the school to discuss the details.
- Student Counsellor supports students on a 1: 1 basis.
- The Inclusion Coordinator directs an internal resource/facility (SSC) where students may be withdrawn from mainstream classes for a limited period of time to enable restorative processes to take place before returning to a mainstream classroom. New students through the Pupil Placement Panel (PPP) process will initially start in the Inclusion Centre and those returning from long fixed term exclusions will be reintegrated through the Inclusion Centre. Emotional Literacy programmes are provided to support students with social and emotional issues. Students who receive more than one isolation in a term may participate in restorative meetings to reduce the risk of repeat incidents.
- Peer Mentors support individual students on transfer to school
- The school has access to appropriate specialist support, including Education Welfare Service, Children and Mental Health Services, Educational Psychology Service, Family Resource Service, Youth Offending Team.

### **Classroom Management Plan**

#### **Uniform**

Students must wear full school uniform, and parents are requested to provide a note to the Form Tutor if there is any deviation to the school uniform. Form Tutors should contact home if a student is not wearing the correct uniform without explanation. Staff should ensure that uniform is worn correctly and challenge students where it is not. Jewellery, trainers or makeup are not permitted. There should be no extreme hair colour or style. If this cannot be rectified immediately students will be placed to work in isolation.

#### **Movement / Corridors**

- Students should walk on the left in an orderly manner
- Students are expected to open doors for others, especially visitors

#### **Care for the Environment**

- Students should not drop litter and can be expected to be asked to pick it up
- Eating should only take place in designated areas and not between lessons
- Students should treat the school facilities and equipment with care
- Students should report any damage

#### **Mobile Devices / Electronic Equipment / Aerosols**

- Students should only use a mobile device or other electronic equipment in classrooms in relation to their learning and with the permission of the classroom teacher.
- Mobile devices should not be in use during lesson transitions, and are not permitted during breaks and lunch either.

- Students should expect to have such items confiscated if they are seen to be using them without consent in school. Persistent misuse will mean the equipment is confiscated until a parent/carer reclaims it. The school will not investigate lost equipment of this nature.

### **School Consequences**

Under normal circumstances a clear distinction is made between minor and serious breaches of school rules. Difficulties with classwork or homework should usually be dealt with by the class teacher and if necessary by Head of Department who may well decide to place the student on a 'Subject Specific Report' and contact parents. Earlier contact with parents will usually resolve the situation at the lowest possible level and will empower the teacher to deal with the situation in their own classroom rather than pass the situation along to another colleague.

If there is no improvement the matter will be referred to the Head of Learning. The school discourages the punishment of a whole group unless this is unavoidable or appropriate. If the Head of Department has had cause to detain the student on up to 3 occasions the student is referred to the Head of Learning. The Head of Learning will then liaise with all the student's subject teachers to determine if it is necessary for the student to be placed on 'whole school report' for a period of at least 10 school days.

Earlier referral to the Head of Learning can lead to them occupying a purely punitive role and this can:

- a) encourage some classroom teachers to abdicate their proper professional responsibility for maintaining order and discipline in the classroom
- b) lead to punishment being delayed and therefore it loses its effectiveness.
- c) detentions are awarded and the parent/guardian must be informed formally. The teacher who imposed the sanction must provide the student with appropriate work to complete when being detained.

The making of a classroom contract by negotiation is sometimes appropriate when trust and mutual respect have broken down. This should be administered by classroom teacher as an attempt to restore the relationship.

In some circumstances it may be considered necessary or desirable to transfer a student from one class to another. It must be authorised by Head of Department, Head of Learning and Form Tutor. The Head of Department/Learning will notify the student's parents in writing or invite them in to school to inform them of group changes. All items will be recorded on SIMS.

If all interventions have been exhausted and there are still concerns around the behaviour of a student, Fresh Start procedures may be explored with another school or the school may refer the student to the Pupil Placement Panel (PPP) if at risk of permanent exclusion.

### **Student Manager/SLT On Call System**

The SLT On-Call system enables a student to be removed from a particular lesson if all normal routines of discipline have been implemented and proved unsuccessful. The student will be placed in another classroom with some suitable work. If the student refuses to be relocated, further sanctions will then follow.

### **Detentions**

Teachers have legal authority to place students in detention after school. Parental consent is not required to impose a detention. There is no longer the need to give 24 hours' notice, but parents still need to be informed on the day to avoid any transport and safety issues.

- Detentions outside school hours can be on any school day.
- Non-teaching/Inset days

Detentions will be given for, but is not limited to, any of the following:

- Lateness to school and / or to lessons
- Not in the correct full school uniform
- Disrespect to teachers and / or peers
- Failure to follow the school rules
- Lack of work
- Inappropriate language
- Defiance

Detentions set on the same day as the incident shows the importance of immediacy and the need to deal with the matter as soon as possible.

Students who do not attend Head of Department detentions should be referred to Heads of Learning and beyond this to SLT if necessary.

### **SLT Detention**

SLT Detention may be given to students who fail to attend detentions whose actions result in Student Manager involvement, or who breach the Uniform Policy or the school rules inside or outside the classroom. This may take the form of an extended 2 hour DT with a member of the SLT.

If students fail to complete their SLT detention, without prior arrangement with the school, an isolation or fixed term exclusion may follow.

### **Exclusions**

When excluding a student on a fixed term or permanent basis, the school follows the guidelines set down in the latest statutory guidelines.

Within this context, 'serious breaches of the school's behaviour policy', leading to exclusion, would, for example, include aggression towards another student or inappropriate language directed towards a member of staff.

The Headteacher decides whether to exclude a student for a fixed or permanent exclusion in line with the School Policy. Parents have a right to make representations to the Local Governing Body in certain circumstances, which include all permanent exclusions. If the Local Governing Body upholds the permanent exclusion, parents have a right to appeal to an Independent Appeal Panel.

### **Fixed Term Exclusions**

Examples of the types of behaviour which may lead to a Fixed Term Exclusion include

- Aggression towards another member of the school community
- Inappropriate language directed towards a member of staff
- Repeated failure to follow instructions
- Discriminatory behaviour

These examples are not exhaustive, but give an indication of the threshold at which the response will be moved beyond school-based consequences and interventions, although the latter can/will continue alongside fixed term exclusion.

The school will be responsible for setting work for students who received fixed term exclusions of five days or less. The school will provide suitable full time education for the excluded student who receives a fixed term exclusion between of over five days. From the sixth day, the Local Authority will take responsibility for provided suitable full time education. Parents are expected to attend reintegration interviews following a fixed term exclusion. Parents are expected to ensure that excluded students are not in public places without good reason during school hours.

Parents of students who have a continued pattern of poor will be required to complete a multi-agency assessment to facilitate external specialist support.

### **Permanent Exclusions**

The decision to permanently exclude a student is not taken lightly. Students who are found to have seriously breached the school's behaviour policy may be permanently excluded.

In line with the latest DFE Guidance to exclusion from school with effect from September 2017, a decision to permanently exclude a student will be considered in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school by posing an unacceptable health and safety risk.

Whilst not exhaustive, examples of behaviour which are regarded as falling into this most serious category included:

- Bringing a weapon or any item that could be use or perceived as weapon , such as a bladed item of any type, onto the school premises
- Being in possession with an intent to supply any illegal substance
- Sustained violent activity and/or physical assault on a student or member of staff
- Acts of Arson or firelighting on the school site

The school will also involve the police when it is appropriate.

### **INTERVENTIONS TO BE TAKEN IN THE EVENT OF MISBEHAVIOUR OUTSIDE THE CLASSROOM**

The Student Manager will investigate incidents on the way to and from school and incidents outside the classroom.

The incidents will be discussed with the students involved and written accounts will be taken if necessary; help, support, counselling and sanctions will be arranged as appropriate. The Student Manager will endeavour to contact the parents within 24 hours. Appropriate information will be recorded on SIMS.

The school will involve the police when it is appropriate.

Examples of interventions may include:

- Restorative meetings
- Official warnings
- Morning break isolations
- Lunch time isolations
- After school detentions
- Community tasks
- Behaviour workshops
- Parents/carer meetings
- Emotional literacy programmes
- School counsellor and other multi agency support as appropriate

- Fixed exclusions
- Permanent exclusion/transfer to another school

### **Complaints**

In the event of complaint, an informal contact should be made with the school, and if the issue cannot be resolved a formal letter should be sent to the Headteacher or Chair of the Governors (Mr M Larby), via Park House School and Sports College.

This Policy will be reviewed and monitored annually.

**Signed:** \_\_\_\_\_ Chair of Governors

**Date: January 2019**

**Review: January 2020**

**Appendix A**

**Appendix B**

### **SCHOOL CONSEQUENCES (will be selected as appropriate)**

#### **Tutors**

Monitor uniform, attendance and academic progress – non-compliance referred to Head of Learning

#### **Classroom Teacher**

- Issue a warning
- Move to another seat
- Move outside for 5 minutes
- Retain for a few minutes at the end of the lesson
- Arrange a break-time dialogue with the student
- Arrange an after school detention if necessary
- Non attendance of detention refer to Head of Department

#### **Head of Department**

- Issue up to 3 (1 hour) after school detentions

- Place on subject specific report for 10 days. Parents informed
- Telephone parents
- Dialogue with student
- Parental interview with student
- Referral to Head of Learning
- Non attendance of detention refer to Head of Learning

### **Head of Learning**

- Place on whole school report as a result of persistent misbehaviour in one subject or a combination of subjects
- Interview student with/without parents
- Issue after school detention (1 hour) for lateness
- Referral to the Weekly Vulnerable Student Panel
- Pastoral Support Programme
- Non attendance of detention refer to Senior Leadership Team

### **Student Managers**

- Support subject teachers with serious incidents in lessons.
- Collect and collate statements of reported incidents
- Investigate any out of lessons incidents including on the way to school, between lessons and offsite activity.

### **Senior Leadership Team**

- Issue SLT Detentions
- Referral to Inclusion
- Personalised curriculum
- Fixed term exclusion
- Full disciplinary meeting with Governors after 15 days fixed term exclusion
- Permanent exclusion

## **BEHAVIOUR/CLASSROOM MANAGEMENT PLAN**

### **Classroom Rules**

- Arriving on time to lessons and tutor time.
- Bringing all equipment.
- Wearing uniform correctly.
- Following instructions.
- Not eating/drinking/chewing in class.
- Ensuring mobiles are switched off during the day.
- Treating the school environment with respect.
- Listening to staff and each other.
- Focussing on work to do your best.

*Treat other people as you wish to be treated yourself*

### **Rewards**

- Praise
- Prizes
- Reward postcards sent home
- Being awarded Reward Points/Certificates/Vouchers/Medals
- Display of work

## **Behaviour Guidelines for Around School**

- Show respect and consideration at all times
  - When moving around the school walk, be sensible and polite and keep to the left
  - Wear the correct uniform at all times
- Treat the school environment and all school property with care and respect. Report any damage immediately. Put litter in rubbish bins
- No eating/drinking in corridors/classrooms/or library at any time
  - No gum permitted in school
  - Do not bring expensive items into school e.g. mobile phones
  - Leave bags/coats outside the library