

BEHAVIOUR, SANCTIONS AND REWARDS POLICY

1. Rationale

At Tunbridge Wells Girls' Grammar School, we believe that every member of the school community has responsibility for behaviour, and everyone has the right to be valued and respected. We value diversity and ensure inclusive practice. All staff and pupils are entitled to achieve their maximum potential in a safe and secure environment where effective and appropriate teaching and learning can take place. Good behaviour is consistently and positively encouraged and valued. All staff must share clear expectations and communicate them to pupils so that good behaviour enables all pupils to learn in the most effective manner, through the consistent delivery of this policy.

2. Aims – to:

- Ensure that all members of the school community show consideration for each other
- Ensure that all pupils at TWGGS stay safe, enjoy their time at school, achieve to their full potential and make a positive contribution to the school and the wider community
- Maintain our tradition of the highest standards of pupil behaviour
- Provide pupils with an environment where they acquire self-discipline and respect for the regulations of the school
- Provide guidance upon the implementation of a consistent approach to positive behaviour management, and ensure that rewards and sanctions procedures are applied fairly and consistently
- Provide guidance and support for staff when dealing with inappropriate behaviour

3. Relationship to other policies

This policy should be read in conjunction with policies on anti-bullying, safeguarding, online safety, race equality policy, disability equality policy, single equalities policies and special educational needs policy.

4. Roles and responsibilities

The Headteacher will:

- Work with all members of the school community to ensure high standards of behaviour at all times
- Ensure that statutory procedures and guidelines are followed

It is expected that staff will:

- Ensure that all pupils receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials
- Ensure that lesson objectives and work requirements are clearly set out and that progress is monitored carefully
- Ensure that lessons start and end on time
- Ensure that pupils are emotionally and physically safe in school
- Make explicit in a constructive and positive way what behaviour is expected of pupils and what is unacceptable
- Challenge inappropriate/unacceptable behaviour
- Ensure high standards of behaviour, including uniform, punctuality and homework
- Provide pupils with a good role model
- Enforce the ICT Acceptable Use Policy

It is expected that pupils will:

- Be punctual – to school, to lessons and giving in work
- Be organised and have the appropriate equipment, including a planner, for lessons
- Be considerate to everybody – other girls, staff and members of the public
- Adhere to school uniform regulations
- Do their best at all times, take pride in their work and value education and develop a love for learning
- Ensure that a mobile phone is switched off during lessons and, as with other valuables, do not leave it unattended – it is their responsibility

- Treat school property, other peoples' property and their own with care
- Read and adhere to the ICT Acceptable Use Policy
- Involve themselves positively in the life of the school
- Report any incidents of poor behaviour, including bullying
- Follow the code of conduct – see appendix 3

Girls are forbidden to:

- To smoke on or off the premises while in school uniform
- To bring to school cigarettes, e-cigarettes, lighters, matches, alcohol or illegal substances
- To bring to school any aerosol sprays
- To chew gum
- To have piercings (other than one in each ear) on view
- No pupil below Lower Sixth may leave the school site at any time during the day, except with the consent of a member of staff or to attend an appointment
- Run in corridors

It is expected that parents/carers will:

- Ensure that their daughter attends school and arrives on time
- Ensure that their daughter wears school uniform appropriately and has the correct equipment, including the planner, for all their lessons
- Contact the school if their daughter is absent or late
- Ensure that their daughter behaves appropriately whilst at school
- Support the school if sanctions are applied to their daughter for inappropriate or unacceptable behaviour
- Read and sign the school ICT Acceptable Use Policy and ensure that their daughter adheres to it

It is expected that the Governing Body will:

- Support the school in its efforts to address issues related to behaviour management

5. Code of conduct

- The school expects that pupils are courteous to, and considerate of, all other members of the school community at all times
- Pupils behave in a positive and supportive manner both in school and off the school site, including behaviour on activities arranged by the school, on the way to and from school and when wearing school uniform in a public place
- The Governing Body and Headteacher intend that the school rules and the sanctions provided in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside of the jurisdiction of the school, for example, during holidays. This will normally be where the conduct could have repercussions for the orderly running of the school, could affect the welfare of a member or members of the school community or a member of the public, or which could bring the school into disrepute

6. Rewards

- As a school we recognise that a key part of developing the potential of our pupils is giving encouragement and praise. Praise is a key component of good teaching and encourages good staff/pupil relationships
- Our system of rewards allows us to celebrate achievement, excellence and pupil contribution to all aspects of school life
- The school is committed to promoting and rewarding good behaviour and may do so in some of the following ways, although this list is not exclusive:

At Key Stage 3 - Girls earn merits for effort or achievement in subject lessons. Merits are stamped into the planner

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|----------------------------|-------------------------------|
| • Bronze award – 25 merits | • Platinum award – 100 merits |
| • Gold award - 75 merits | • Diamond - 125 merits |
| • Silver award – 50 merits | • Double diamond – 150 merits |

The form receiving the most merits each year is rewarded with an afternoon activity

At Key Stage 4 - The reward of an off-site activity is presented to pupils who have achieved the best grades for effort, based on their report. Attendance is also taken into consideration

Attendance - Certificates are awarded for 100% attendance
Other rewards are announced via assemblies and the school newsletter.

7. Sanctions

The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case. The school has the following range of disciplinary sanctions that may be implemented as appropriate. (Appendix 1 – Progressive Intervention Policy.) Internal exclusion from lessons may be used as a sanction when appropriate.

Exclusion - can take the form of:

1. Fixed term exclusion
2. Permanent exclusion
3. Lunch time exclusion

A decision to exclude a pupil can only be taken by the Headteacher, or in her absence, by the Deputy Headteacher or if necessary Assistant Headteacher, who would attempt to consult with the Headteacher or Deputy. Persistent breaches of school rules over a period of time may lead to longer fixed term exclusion, or to permanent exclusion if lesser sanctions have proved unsuccessful. Parents, the Chair of the Governors and the Local Authority are informed. When a pupil has a fixed term exclusion, work is set and marked by the relevant subject teachers. The collection of work for the pupil is co-ordinated by the Director of Achievement and Pastoral Support. On the first school day following a fixed term exclusion, the pupil and parents attend a formal re-admittance interview with the Headteacher and/or Deputy Headteacher. The school will follow statutory guidance on exclusions

Malicious allegations against staff

- Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious. The Headteacher will consider whether to take disciplinary action in accordance with this policy
- Where such an allegation is made, appropriate support will be provided to the member of staff affected

Use of reasonable force

- Reasonable force will be used in accordance with the DfE guidance – *Use of reasonable force: advice for Headteachers, staff and Governing Bodies*, and only when immediately necessary and for the minimum time to prevent a pupil from doing or continuing any of the following:
 - ❖ Committing a criminal offence
 - ❖ Injuring herself or others
 - ❖ Causing damage to property, including her own
 - ❖ Engaging in any behaviour prejudicial to good order and discipline at the school or amongst any of its pupils
- Any use of force by staff will be reasonable, proportionate and lawful

Where restraint is used by staff, this is recorded in writing and the pupil's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment

Searching pupils

- Informed consent – members of the school staff may search a pupil with their consent for any item which is banned by the school rules. If a member of staff suspects that a pupil has a banned item in her possession, he/she can instruct the pupil to turn out her pockets or bag
- Searches without consent – in relation to prohibited items, as defined below, the Headteacher and staff authorised by the Headteacher can search a pupil or a pupil's possessions without her consent, where they have reasonable grounds for suspecting that the pupil has prohibited items in her possession
- Prohibited items: knives or other weapons; alcohol; illegal drugs and stolen items

Searches may include

- of outer clothing
- school property – lockers
- personal property – bag, pencil case

- Searches will be conducted in a manner such as to reduce embarrassment or distress. Any search will be conducted in the presence of the pupil and another member of staff. All such searches will be conducted by female members of staff
- Where the Headteacher, or staff authorized by the Headteacher find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance – *screening, searching and confiscation DfE 00056-2011*

8. Parents and carers

Parents and carers must insist that their daughter contributes positively towards the learning environment by:

- supporting the school code of conduct and disciplinary procedures and the school ICT Acceptable Use Policy
- encouraging their daughter to be kind to other people
- treat others with respect
- take responsibility for their own behaviour
- being aware of how their own behaviour can affect others
- ensure their daughter arrives punctually to school
- ensure regular attendance
- ensure correct uniform and equipment
- encourage effective use of leisure time
- ensure homework is completed
- inform the school of any circumstances which may affect their daughter's welfare and ability to work

Evidence suggests that regular and effective communication with home is the best way of ensuring high standards and continued progress

9. SEND equality and accessibility

All staff are responsible for providing higher "quality first" teaching to the whole class, which should result in fewer pupils requiring SEND support. Children must not be excluded or discriminated against if their SEND means that they behave in a certain way. Poor behaviour is often linked to SEND and pastoral problems. Teachers are expected to deal with poor behaviour in the classroom and consider the use of reasonable adjustments. Teachers must take into consideration whether or not they are providing for every pupil's needs, and learn how to teach children who think differently, in order to show commitment to valuing diversity and ensuring inclusive practice

All staff should be made aware of reasonable adjustments being made because of:

- Adjustment duty regarding disability. The reasonable adjustment duty in the disability discrimination legislation requires schools to think ahead, anticipate the barriers that disabled pupils may face and remove or minimise them before a disabled pupil is placed at a substantial disadvantage
- Cultural and religious differences
- The need to treat pupils differently is sometimes fair and necessary
- Please also refer to SEND Policy, Race Policy, Equality Policy, Disability and Accessibility Policy

10. School trips

Staff on school trips should endeavour to:

- Maintain good order on transport, educational visits, work experience
- Secure behaviour which does not threaten the health or safety of pupils, staff or members of the public
- Provide reasonable protection to individual staff from harmful conduct by pupils of the school when not on the school site
- Staff should contact the SLT member on call during a visit if they are unsure how to respond to pupil misbehaviour during a school visit
- Pupil behaviour off-site should be as good as behaviour in school, and school behaviour sanctions will apply

11. Evaluating and Monitoring

- The school will evaluate and monitor performance by examining information on behaviour, including records of detentions and exclusions. Directors of Achievement will record after school detentions on a pupil's file.

12. Review - This policy will be reviewed every three years. The School Council, led by the relevant Senior Prefect, is involved in the review and evaluation of the Code of Conduct.

PROGRESSIVE INTERVENTION PROCEDURE

Pupil causing concern in lesson

failure to work properly, forgetting equipment/kit, not doing homework

Reprimand

and try various other strategies. We do not make girls stand outside classrooms.

Own relevant sanction

e.g. move place, quiet word rather than drawing attention to misbehaviour, informal detention organised by subject teacher.

If poor behaviour continues, put note in planner (refer to numbered misdemeanour) and inform tutor using green pupil interview form.

<u>If poor work behaviour continues, inform:</u> a) CL to discuss further strategies. CL may see girl to outline consequences b) Parents by telephone/arrange interview	<u>If poor attitudinal behaviour, inform:</u> a) DoA to discuss further strategies. DoA may see girl b) Parents by telephone/arrange interview
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Next stage is:

Referral Form

Passed to form tutor, who passes on to DoA. DoAs/SLT decide whether after-school detention, or report is next stage, when parents will be informed by letter.

Detention

After school, can be Monday-Friday – DoAs to supervise. 24 hours' notice must be given to parents.

If the above procedures are followed in a progressive fashion, then the subject teacher will be seen to be the key person in ensuring good behaviour in the first instance. The form tutor's role is central, particularly when the pupil is causing concern in a number of areas. The role of DoAs and SLT is that of support and back-up if initial reprimands and sanctions do not alter the behaviour pattern. Curriculum Leaders play an important monitoring role in ensuring that staff in their departments are managing their pupils effectively and therefore need to be kept informed of any problems. The referral form should be seen by the pupils as the next stage up from the subject teacher's own sanction, and therefore should not be used until the previous sanctions have been applied. Referral forms will be kept in pupils' files.

In the case of one-off serious misbehaviour any or all of these stages can be by-passed, and the pupil will be sent straight to a member of SLT (e.g. in the case of physical assault – see Procedure for dealing with Incidents involving Physical/Verbal Abuse in the staff handbook).

Relating to:.....

Form:.....

The School undertakes to:

- provide a balanced curriculum designed to develop to the full each pupil's individual academic and personal potential
- celebrate pupils' achievements and successes
- let parents know promptly about any concerns or problems that are affecting their daughter's work or behaviour
- send home regular reports (one full and one interim annually) and arrange annual parents' evenings during which progress will be discussed
- set, mark and monitor homework (or class work where relevant) in a timely fashion
- provide pastoral support and Personal, Social, Health and Careers Education to meet girls' needs
- follow relevant Safeguarding guidance as appropriate
- encourage appropriate use of ICT – see the Acceptable Use Policy
- keep parents informed about school activities through regular letters home, the school website and notices about special events
- deal constructively and promptly with complaints

Signed:.....

Mrs L Wybar, Headteacher

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Mrs R Serpis, Chair of Governors

Parent / Guardian(s) - I/We undertake to:

- see that my/our daughter attends school regularly, on time, properly equipped and appropriately dressed
- support the school's policies and guidelines, including those for behaviour, dress and attitudes to learning
- support the school's ICT Acceptable Use Policy
- let the school know about any concerns or problems which might affect my/our daughter's work or behaviour and share my/our daughter's achievements and successes
- support my/our daughter in homework and other opportunities for home learning
- attend parents' evenings and discussions about my/our daughter's progress
- support, as far as possible, extra-curricular activities
- allow the school to include relevant pupil data as part of the overall school records

Signed:.....

Name:.....

Pupil - I undertake to:

- attend school regularly and punctually
- bring all the equipment I need every day
- wear the school uniform (KS3 and 4 only) and be appropriate in appearance, including the Sixth Form
- remember that, when in uniform, I represent TWGGS and will act appropriately
- do all my classwork and homework as well as I can
- tell school about any concerns or problems that are affecting my work or behaviour
- be helpful, polite and have respect for others
- observe the school code of conduct, including the school ICT Acceptable Use Policy
- ensure that letters home reach my parents and returns are brought back promptly
- involve myself in school activities
- allow the school to include relevant pupil data as part of the overall school records

Signed.....

Date:.....

(Please return one copy to TWGGS and retain one copy)

(February 2016)

Appendix 3: Code of Conduct for Pupils

Pupils at TWGGS are expected to be polite and courteous to, and considerate of, all other members of the school community at all times

1. You are punctual for registration, all lessons and appointments. If you are late you should apologise to the member of staff concerned and give a reason. (Pupils arriving after 8.40am are late and must sign the late book at reception)
2. You go to lessons with all the equipment and books that you need. When the teacher talks you should be quiet and concentrate. If you wish to answer a question or ask a question you will put your hand up. You will work sensibly and not distract others
3. You make careful notes of any homework set in your planner and hand your work in on time
4. You move around school in a controlled and considerate manner keeping to the left of corridors and stairs. You help by opening doors and standing back to let people pass
5. You come to assembly in silence. You take your turn to assist with chairs after assembly
6. You keep the school clean and tidy by placing all litter in bins and keeping walls and furniture unmarked. You do not bring chewing gum to school. You look after books and equipment.
7. You act as appropriate ambassadors for the school when on school activity or when wearing school uniform
8. You wear correct uniform in KS3 and KS4. You are permitted to wear one stud earring in each earlobe, a small religious symbol and a wristwatch. Other jewellery will be confiscated and held at reception. Parents will be contacted if pupils persistently flout the uniform rules and detention may be set
9. You wear appropriate dress in the Sixth Form, suitable for the working environment, modest and with discreet jewellery, having regard for health and safety.
10. Smoking is strictly forbidden on school premises. Matches, cigarettes, e-cigarettes and lighters are not allowed in school and if found will be confiscated. Parents will be informed. You may not smoke when off school premises if you are still in school uniform or otherwise associated with the school
11. Possession of, use or abuse of alcohol, illegal substances or offensive weapons on school premises, or when associated with the school, is strictly forbidden and could lead to exclusion from school
12. You keep your mobile phone switched off during lessons. You may use it at break and lunch times. All emergency calls must go through the school reception during the school day. If you use your phone inappropriately during the school day it will be confiscated and held at reception. Offence 1 and 2 – phone is returned at the end of the school day. Offence 3 – phone is kept for 5 days. Parents are informed and have to collect the phone from reception
13. Your mobile phone and any other valuables are brought to school at your own risk
14. You follow the ICT Acceptable Use Policy (copies available from reception, ICT office, school website)
15. You follow the Form Room Behaviour Protocols
16. There is no excuse for rudeness, disrespect or insolence towards any other member of the school community
17. All articles of clothing, sports equipment and personal equipment should be named
18. Money brought to school should be kept on a girl's person and not left unattended. Large amounts of money should be held in the school safe until the end of the day. Girls are advised not to bring large amounts of money to school
19. Valuables should be clearly named and kept on the person or securely in a locker. PE staff will collect valuables at the start of the lesson and lock them in the PE office for the duration of the lesson
20. Musical instruments must be clearly labelled with the owner's name and stored in the Music department
21. Library books must be returned by the due date
22. Medicines – any girl needing to take any medicine during the school day should take their medicine/tablets to reception with clear instructions about the dosage from a parent/carer. Any girls with life threatening conditions eg) asthma or severe allergic reactions – should leave their medication at reception **and** carry their own medication
23. Lost property is located at reception or if it is an item of PE kit, in the PE changing rooms. Each term lost property is put on display for pupils to claim. If lost property is not claimed it is sent to a local charity
24. Food and drink may not be consumed in any teaching rooms, except pure water in teaching rooms outlined in the planner

Appendix 4 – Behaviour sanctions

Behaviour sanctions have three main purposes, namely to:

- Impress on the perpetrator that what they have done is unacceptable
- Deter them from repeating that behaviour
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it

Sanctions should not be used where low level interventions (such as giving a non-verbal signal or reminding a pupil of a rule) are all that is needed. Staff should also consider when it might be more appropriate to encourage pupils to reflect on the harmful effects of their misbehaviour, through producing a written account of the problem or through group discussions aimed at repairing relationships for example, rather than impose a sanction

Sanctions are more likely to promote positive behaviour if pupils see them as fair. Staff should follow these guidelines when giving sanctions:

- Make clear they are dealing with the behaviour rather than stigmatising the person
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid, where possible, group sanctions that punish the innocent as well as the guilty
- Sanctions should always take account of individual needs, age and understanding
- Wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour
- Use sanctions to help the pupils and others learn from mistakes and recognise how they can improve their behaviour and when appropriate put right harm caused
- Use sanctions in a calm and controlled manner
- Ensure that sanctions are seen as reasonable and consistent (pupils should know that a sanction, when mentioned, will be used)
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour

Confiscation – an item may be confiscated from a pupil if it is:

- An item which poses a threat to others
- An item which poses a threat to good order for learning
- An item which is against school uniform rules
- An item which poses a health or safety threat
- An item which is counter to the ethos of the school

Any member of staff acting in a supervisory role has the authority to confiscate. If a pupil refuses to hand the item over, the matter should be referred to the Director of Achievement or a member of the Senior Leadership Team. A member of staff should not attempt to remove the item forcibly

- Items that have been confiscated should be handed to reception for safe keeping and can be collected by the pupil at the end of the school day, unless it is a repeat offence
- If a mobile telephone is confiscated, it must be returned at the end of the school day if this is the first or second offence
- If a mobile telephone is confiscated for a third time, parents will be contacted to collect the phone. It will be held at reception for 5 days before it can be collected

Detentions

- Detentions can be set for any day after school as long as 24 hours' notice is given to the pupil and her parents