

PARK HOUSE SCHOOL



PRAISE, REWARD, BEHAVIOUR AND DISCIPLINE POLICY

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CHANGE HISTORY

Version	Date	Description
Issue 1	Mar 14	New Policy
Issue 2	Mar 15	Amended
Issue 3	Jan 17	Amended
Issue 4	Sept 17	Current policy

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

PARK HOUSE SCHOOL

Praise, Reward, Behaviour and Discipline Policy

This policy aims to promote:

- A positive approach to praise and reward
- Good behaviour, self discipline and respect
- The prevention of bullying
- Safeguarding and equality (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 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 and the absence of discrimination, harassment or victimisation based on race, disability, discrimination arising from disability, failure to make adjustments for religion or religious belief, sexual orientation, sex, pregnancy or maternity, or gender reassignment as per the Equality Act 2010
- Meeting the needs of SEN students
- 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.

Roles and Responsibilities

The Governing Body will establish the policy and review it annually. It will communicate the policy to parents, carers and students, ensuring it is nondiscriminatory, 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 on the Student Council.

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 formal 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, House Coordinator,

Deputy Headteacher or Headteacher, who will see the student concerned. Letters of commendation may be sent to students and 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

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/the House Coordinator and commended in their assemblies. 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 /the House Coordinator will present them in their assemblies. Heads of Learning will nominate these students based on their overall point score.

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 '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 by their Head of Learning for a 'Wall of Fame' award as a result of demonstrating exemplary behaviour and achievement in relation to the school's Values of Excellence, Determination, Friendship, Courage, Respect and Equality. Recipients of this award will receive a letter of

commendation and will be photographed for the 'Wall of Fame' noticeboard in the Main Hall.

Social Media, Newsletter and 'Personal Best'

Students' achievements are celebrated on a 'real time' basis in the school's Facebook and Twitter accounts, and in the weekly e-Newsletter and termly 'Personal Best' magazine.

The Power to Discipline

Teachers, Teaching Assistants and other paid 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 the following contexts:

- 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, detention.

The Power to Search

School staff can search students without their consent for any item banned by the school rules (for example, 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 must 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 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 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 against the school rules, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

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:

- **The Student Manager** investigates and resolves student issues which occur outside the classroom. Parents/carers will be contacted about student concerns within 24 hours if possible and may be invited into the school to discuss the details. The incidents will be discussed with the students involved and written accounts will be taken if necessary. Appropriate information will be recorded on SIMS.
- **Student Counsellors** support students on a 1: 1 basis.
- **The Study Support Centre Manager** coordinates 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 Student Support Centre and those returning from long fixed term exclusions will be reintegrated through the Student Support Centre. Emotional Literacy programmes are provided to support students with social and emotional

issues. Students who receive more than one isolation in a term will participate in restorative meetings to reduce the risk of repeat incidents.

- **Peer Mentors** support individual students on transfer to school.

The school additionally 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 (see also Appendix A)

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, and follow one-way systems as appropriate
- Students are expected to open doors for others

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, although they are permitted during breaks and lunch.
- 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.

Unacceptable Behaviour and responses (see also Appendix B)

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 losing its effectiveness

Once detentions are awarded 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 via the Local Authority with another school or the school may refer the student to the Local Authority Pupil Placement Panel (PPP) if at risk of permanent exclusion (see Exclusions below).

Student Manager System

The Student Manager System enables a student to be removed from a particular lesson if all normal routines of discipline have been implemented.

Detentions

Teachers have a legal power to place students in detention after school. Parental consent is not required to impose an after-school detention and parental requests to re-schedule detentions at lunch time will be politely declined. 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 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, a fixed term exclusion may follow.

Further Support/interventions

Where unacceptable behaviour requiring school consequences is identified, further interventions may be put in place to support the student. These may include:

- Restorative meetings
- Morning break isolations
- Lunch time Isolations
- Full Day Isolations
- Community tasks
- Behaviour Workshops
- Parents/guardians meetings
- Emotional Literacy Programmes

Exclusions

When excluding a student on a fixed term or permanent basis, the school follows the guidelines set down in the latest statutory guidelines from the DFE. The latest version came into effect on 1 September 2017 (<https://www.gov.uk/government/publications/school-exclusion>).

The Headteacher decides whether to exclude a student for a fixed or permanent exclusion in line with the school's Praise, Reward, Behaviour and Discipline Policy and these DFE guidelines. Parents have a right to make representations to the Governing Body in certain circumstances, which include all permanent exclusions. If the Governing Body upholds the permanent exclusion, parents have a right to appeal to an Independent Appeal Panel. The Local Authority will provide suitable full time education after the fifth full day of a fixed or permanent exclusion.

Fixed Term Exclusions

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

- aggression towards another student
- inappropriate language directed towards a member of staff
- repeated failure to follow instructions in lessons which impact on learning
- repeated failure to follow instructions in relation to safe and orderly behaviour around the school site and/or in lessons

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 of over five days for the first five days. From the sixth day, the Local Authority will take responsibility for providing 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 behaviour will be required to complete a multi-agency assessment to facilitate external specialist support.

Permanent Exclusion

The decision to permanently exclude a student is not taken lightly.

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 include:

- Bringing a weapon or an item that could be used or perceived as a weapon, such as a bladed item of any type, onto the school premises
- Being in possession of an illegal drug
- Supplying an illegal drug
- 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.

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.

Review

This Policy will be reviewed and monitored annually.

Signed: _____ Chair of Governors

Date: September 2017

Review: September 2018

Appendix A: Classroom and Behaviour Management Plan

Classroom Rules

- Be punctual
- Bring correct equipment
- Remove outdoor clothing when in classrooms
- Listen to and follow instructions immediately
- Complete your work as requested by staff
- Let other people work without interruption
- Remain in your place unless asked to do otherwise
- Raise your hand if you wish to speak
- Do your best at all times
- Emergency evacuation procedure – one continuous bell indicates this
- Lockdown procedure – intermittent bell indicates this

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 or i-pods
- Leave bags/coats outside the library

Appendix B: Unacceptable Behaviour Roles and Responses Summary

Tutors

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

Classroom Teacher

- Issue a warning
- Move to another seat
- Move outside for 5 minutes and complete classroom contract
- 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 Manager

- 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 Student Service Centre
- Personalised curriculum

Headteacher

- Fixed term exclusion
- Full disciplinary meeting with Governors after 15 days fixed term exclusion
- Permanent exclusion