

THINKING SCHOOLS SCHOOL TRUST



PLYMOUTH HIGH SCHOOL FOR GIRLS

Policy: Positive Behaviours Policy, management, rewards, sanctions and statement of behaviour principles.

“Transforming Life Chances”

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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 schools](#)
- [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 , 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 or our Code of Conduct
- Behaviour which calls the school and its community into disrepute
- Malicious allegations against members of the school community including social media posts
- Possession of any prohibited items. These may include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, e-cigarettes, vaping paraphernalia
 - 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 behaviours 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, homework, classwork
- Going above and beyond for the school or a member of the school community

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
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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, e-cigarettes and associated paraphernalia, 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 positive behaviours 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.

The Use of Social Media

Students are not expected to participate in any form of social media or online communications, both within the school and in the wider community that may put themselves at risk or bring the school into disrepute. Students who

participate in online interactions must remember that their posts reflect on themselves, their families and the school. The expectations set out apply to any form of interaction with peers or adults that occur online.

Students are expected to abide by the following:

1. To protect the privacy of students and staff. Students will not, under any circumstances create digital video recordings or still images of Plymouth High School community members either on or outside of the school grounds including travelling to and from the school.
2. Students may not use social media to publish disparaging or harassing remarks about Plymouth High School community members.
3. Students who choose to post editorial content to websites or other forms of online media must ensure that their submission does not bring the school into disrepute.

Parents/Carers are recommended to:

1. Monitor the use of their child's social media.
2. Not engage in or condone any activity on social media that comments on individual staff or students.
3. Not to engage with social media conversations with children.
4. Report any concerns over inappropriate use of social media to the provider, the Police if necessary and inform their child's Head of Year.

Failure to abide by this policy will result in disciplinary action and may include the reporting of any concerns to the Police or other outside agencies.

7. Roles and responsibilities

The Governing Body:

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.

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 Director of Education and will advise on who else needs to know.

The Senior Leadership Team:

The Senior Leadership Team is responsible for ensuring that all staff are aware that the ethos and standards of the school, as well as ensuring the effectiveness of the school as a caring and safe community.

The Assistant Head Teacher (Pastoral) and Heads of Year:

Responsible for the day-to-day implementation of the Positive Behaviours Policy and associated strategies, including dealing with incidents in the higher stages of the sanctions process (see the staged sanctions procedure).

Responsible for carrying out staff training in the Positive Behaviours Policy and strategies, to ensure they can implement them.

Analysing the data regarding rewards and sanctions to ensure the strategies do not impact disproportionately or unfairly on any students within the school.

Analysing the data regarding rewards and sanctions with each Head of Year during line management meetings to identify as soon as possible where intervention is needed.

Providing the CEO, Headteacher and Governing Body with a report regarding the data.

Ensuring all staff have access to appropriate PD for Behaviour Management.

Ensuring that all staff organising school trips include in their standard application letter for the trip a clear statement about behaviour standards and processes. Subsequently, there will be a behaviour agreement specific to the trip, making expectations of good behaviour and consequences of poor behaviour clear, signed by the parents and student.

Gathering evidence for an exclusion and make recommendation to Deputy and Headteacher.

Monitoring of Positive Behaviour Policy across the school – sanctions and rewards, and ensuring it is applied consistently and fairly for all pupils, no matter their background. Supporting staff in the implementation.

Completing B4L learning walks.

Contacting/meeting parents re: behaviour issues.

Monitoring and supporting with the detention policies for behaviour and punctuality.

Conduct regular staff and student voice meetings to gain feedback on the impact and implementation of the behaviour policy.

The Form Tutor:

Should carry out their duties as form tutor to the highest standard, thereby acting as a positive role model.

Use information provided by the Head of Year regarding rewards to provide positive feedback within the form.

Work with individual students using all available data (rewards, sanctions, report grades etc.) to help the student set meaningful targets for improvement and devise strategies to achieve them.

Assist the Head of Year with monitoring students.

The Curriculum Leader:

Should be proactive as well as reactive regarding behaviour for learning practices in their curriculum area.

Support staff in their curriculum area with regards to behaviour management issues. CL should be the first port of call in case of an incident.

Review incidents from the behaviour report, their causes with their staff in order to inform the review of the policy and provide an opportunity for assessing training needs.

Run detentions as appropriate.

Ensure incidents are recorded on SIMS correctly by department.

All staff will be responsible for:

Ensuring that the policy and the procedures are followed and fairly and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the headteacher on the effectiveness of the policy and procedures.

Creating a high-quality learning environment, modelling and teaching good behaviour and implementing the agreed policy and procedures consistently.

Keeping accurate registers of attendance to lessons in all Key Stages using SIMS lesson monitor.

Recording any rewards and sanctions administered on SIMS.

Running detentions as appropriate.

Students:

Will in the first instance be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have the responsibility to ensure infringements of the policy are reported.

Students will also be expected to follow the school Code of Conduct and adhere to this.

Students will ensure that their behaviour outside of school will not bring the school into disrepute.

This includes the students conduct on Social Media.

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 tutor, Head of Year or other appropriate member of staff promptly

Parents can access the Positive Behaviour Policy on the website and will be consulted upon during updates and amendments.

8. Pupil Code of Conduct

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

- To feel safe and valued
- 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
- Adhere to the Positive Behaviours Policy

Students are expected to follow the principles of the Habits of Mind in conjunction with the Code of Conduct to support positive behaviour.

Habits of Mind

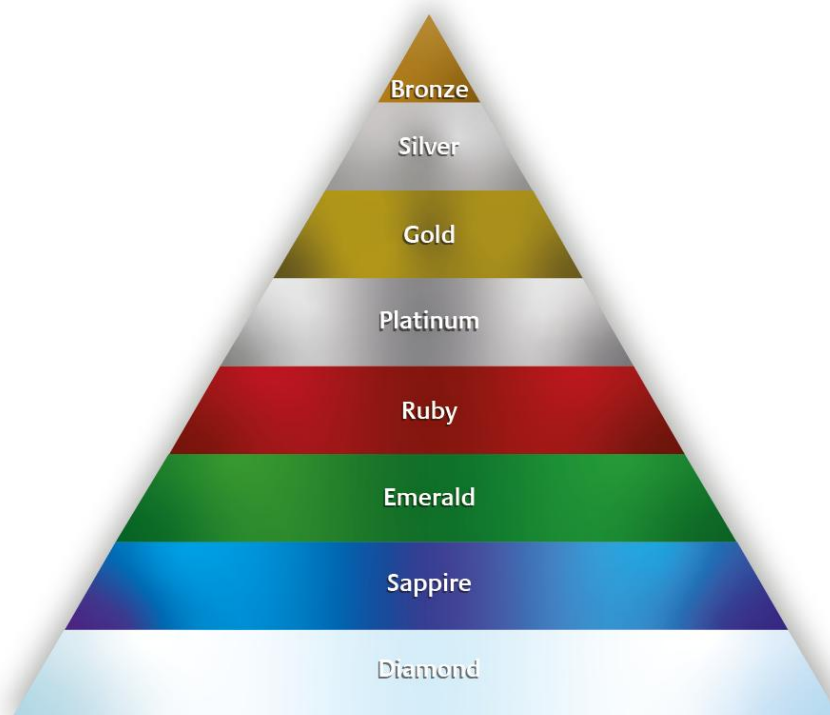
 1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.	 2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.	 3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.	 4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.
 5. Thinking about your thinking (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.	 6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.	 7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.	 8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.
 9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.	 10. Gather data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you. Gather data through all the senses. taste, touch, smell, hearing and sight.	 11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality	 12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.
 13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.	 14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.	 15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.	 16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.

9. Rewards and sanctions

9.1 Examples of rewards and sanctions may include:

Positive behaviour will be rewarded with:

- Comment from a member of staff.
- Letters, postcards, emails or phone calls home to parents.
- Special responsibilities/privileges
- Formal awards
- Celebrate success on the school's website
- Achievement points (SIMS points) Achievement points contribute to the whole school structure of certificates which are handed out by Heads of house, heads of year, pastoral lead, deputy head, headteacher and trust CEO.



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

- Verbal reprimand (Warn)
- Moving a pupil's seating position or group within a lesson (Move)
- Sending the pupil to another class to complete their work if disturbing the lesson (Remove)
- Detention at break or lunchtime, or after school
- Letters, emails or phone calls home to parents
- Agreeing a behaviour contract

- Putting a pupil on behaviour report.
- Internal exclusion
- Suspension
- Permanent exclusion

We may internally exclude 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, including comments on social media, theft and drugs misuse. Under DfE Behaviour and Discipline in Schools January 2017 the CEO or Headteacher have a specific power to regulate students' behaviour when they are not on the premises of the school and not under the lawful control or charge of a member of staff if they are identifiable as a student at the school. If a student behaves in such a way as to contravene the Plymouth High School Code of Conduct when out of school but under the lawful control or charge of a member of staff e.g. on an school trip, sanctions should be put into place as indicated in the Protocol for Incidents on School Trips. If a student behaves in an inappropriate way while not under the lawful control or charge of a member of staff e.g. on the way home from school a sanction cannot be imposed at the time. If the student is observed behaving inappropriately by a teacher or by an older student, the observer should point out they have been observed and try to persuade them to change their behaviour but must not put themselves at risk or promote further confrontation. If inappropriate conduct is seen by a member of staff or reported to a member of staff, then a sanction should be put in place when the student is next in school. Inappropriate behaviour includes use of all forms of social media and messaging, for harassing other students or school staff. The use of defamatory or intimidating messages/images inside or outside school will not be tolerated, and disciplinary sanctions will be applied.

Travel Conduct

This Code of Conduct sets out the standards that the school expects students to meet when they are using public transport.

It also outlines the role that the students, parents/carers and the school play to ensure that the travel is safe and welcoming for all passengers.

Students:

1. You must arrive for the mode of transport punctually with a valid pass to travel or fare.
2. Act in a responsible manner when waiting for the transport to arrive – do not stand in an unsafe place. Do not engage in any behaviour that could affect the reputation of the school.
3. Show your travel pass when asked.
4. Occupy seats before standing. Standing passengers must do safely. Do not distract the driver.
Bags and equipment must not be placed on the seats or block the walkway.
5. Remain seated during the journey and do not inconvenience other passengers.

6. Comply with all instructions from your driver.
7. Disembark safely and cross roads with care – using the crossings in place if there are any.
8. Be courteous to other passengers.
9. Do not use foul language or behave in a disruptive way towards your peers and/or members of the public.
10. Do not throw food or any other object within the mode of transport or out of the windows.
11. When walking to school you must ensure that, you are respectful to the community by not shouting or blocking the pathway for others to use.

Parents/Carers:

1. Ensure your child is ready for the transport at the correct times.
2. Ensure that your child has a valid pass to travel or relevant fare.
3. Co-operate with the travel companies in responding to incidents of inappropriate behaviour.
4. Remind your child of the requirements of the Code of Conduct and the need for them to behave in a courteous, safe and responsible manner.

The school:

1. Supervise students when leaving the school site.
2. Respond to concerns and complaints regarding behaviour on transport and in the students' journey on foot to and from school.
3. Regularly raise issues involving travel with students in assemblies and events.

Behaviour on School Trips

Any incident will impact on the risk assessment that was carried out prior to the trip. The action that is taken to ensure students' safety following the incident should be such that it will reduce the impact. It must be clear to the student that the consequence of the misdemeanour is to ensure her/his safety and that of others in the party. A copy of these procedures must be incorporated into the Teacher's Pack for the trip so that all accompanying adults have a copy.

Following an incident, the immediate action should be taken to ensure the safety of all members of the party:

Take steps to safeguard against further incidents by isolating students from the scene.

Send for immediate help.

Administer first aid and/or take immediate action to prevent further injury or trauma if relevant.

Account for all students and staff by checking groups.

Make appropriate arrangements for students not immediately affected.

Ensure all accompanying adults are informed of the incident and of the action that has been taken.

As far as possible access to telephones by students should be restricted initially until parents of

students involved and/or CEO/Headteacher have been informed if necessary.

In all cases a detailed written statement should be prepared as soon after the incident as possible by

The member of staff who dealt with the incident stating the sequence of events; including timings, the

Involvement of other members of staff and the names of students who were witnesses. Care should

Be taken in the preparation of the statement as legal action might follow an incident.

On return the H&S Officer should be provided with all the information regarding the incident and will advise on completion of accident report forms and on contacts with the LA and H&S Executive.

Severity of the incident:

Minor - e.g. failure to follow instructions that could have impacted on Health & Safety.

Student to be escorted by a member of staff for an appropriate amount of time.

Parents should be informed on return.

Potentially serious e.g. one that could have resulted in prosecution.

Student to provide written statement of the incident.

Parents to be contacted immediately by the member of staff leading the trip and informed of incident and the consequential action.

Students should be allowed to phone their parents after the member of staff has informed them.

Party Leader to inform Assistant Headteacher or SLT lead.

Student to be escorted by a member of staff for the remainder of the trip. If there is more than one student involved in the incident they should be separated as much as possible, they should be put into groups so that one member of staff is not overburdened with their care.

Student should still take part in all activities unless the risk factor is raised to a level that would make this inappropriate.

Any contraband goods should be confiscated by the member of staff leading the trip and dealt with appropriately. (Alcohol and tobacco should be handed to the parents on return unless it is a foreign trip since this could result in the member of staff exceeding their allowance, hence it should be destroyed.

Parents should have an interview with Assistant Headteacher to discuss any issues and consequential action (students involved will not be allowed to take part in any future residential visits)

Party Leader should adjust the Risk Assessment ready for future trips

An incident that results in prosecution.

CEO/Headteacher to be informed immediately; Chair of Governors to be informed by CEO/Headteacher (If either is unavailable their deputies should be informed).

CEO/Headteacher to inform the parents

Staff on the trip to inform the rest of the party and keep them updated to prevent speculation

Students should not be allowed to ring home until parents of the student have been informed

Staff in school should be informed as soon as possible

A press statement should be prepared by the Headteacher in case the incident results in press interest

The school should be informed, if appropriate

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. Positive Behaviour management

10.1 Positive 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, see appendix 4
- 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 and Searching

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.

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

Confiscation of and Searching for Inappropriate Items

Following the guidance from the DfE on Screening, Searching and Confiscation the Headteacher/Head of School and staff will search students or their possessions, without consent, where they have reasonable grounds for suspecting that a student may have a prohibited item.

Prohibited items are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Vaping paraphernalia

Fireworks

Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence. To cause personal injury to, or damage to the property of, any person

Confiscation

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

Searching with consent:

School staff can search students with their consent for any item.

Also note: Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

Searching without consent:

Any of the following items can be searched for by school staff without consent:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Vaping paraphernalia

Fireworks

Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

To commit an offence

To cause personal injury to, or damage to the property of, any person.

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

The member of staff carrying out this type of search must be:

The same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.

Training for school staff:

When designating a member of staff to undertake searches under these powers, the CEO or Headteacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Establishing grounds for a search:

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.

The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

School staff can view CCTV footage in order to decide as to whether to conduct a search for an item.

Location of a search:

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips.

During the search:

- Extent of the search – clothes, possessions, desks and lockers: The person conducting the search may not require the student to remove any clothing other than outer clothing

'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, 'outer clothing' also includes hats; shoes; boots; gloves and scarves, blazer

'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff

Lockers:

Under common law powers, schools can search lockers for any item, provided the student agrees. Schools can also make it a condition of having a locker - that the student consents to have it searched for any item whether the student is present or not. This is a condition at Plymouth High School for Girls

If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of force

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

After the search:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

Items found as a result of a 'without consent' search:

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate, but this should not include returning it to the student.

Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

Where they find other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs.' Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.

Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

Where a member of staff finds tobacco or cigarette papers or vaping paraphernalia they may retain or dispose of them. As with alcohol, this means that schools can dispose of the above as they think appropriate, but this should not include returning them to the student.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Dealing with mobile phones, USB Sticks and other Electronic Devices:

Where the person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

10.4 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. See appendix 5 for more detail.

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.

Targeted Intervention

There may be occasions where closer monitoring of student behaviour is required as an intervention and the Head of Year may choose to put a student on report. This is to monitor and set aspirational behaviour targets to improve behaviour.

Heads of year may choose to implement a behaviour contract to clearly outline what behaviour changes need to be made.

Some students will require a specific behaviour plan (see annexe 5) to outline their challenges and give guidance to staff to positively support a student's behaviour. These would be created alongside parents/carers, professionals and the pastoral team.

10.5 Use of data to monitor student behaviour

Plymouth High School uses SIMS to enter and collate all information regarding behaviour, both achievements and behaviour points. Each achievement and consequence have an allocated set of points aligned to it depending on level of achievement or severity of consequence.

Behaviour reports will be generated either by the assistant to the heads of year or the data manager each week and circulated to the pastoral lead, heads of year and heads of department. The report is then to be scrutinised, analysed, patterns observed and interventions enabled where necessary. Heads of year will use this to direct tutor intervention.

Parents are informed of their child's behaviour through the SIMS app, emails/calls from the pastoral staff, curriculum leads, heads of year or the pastoral SLT lead.

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, schools 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

Fixed and Permanent Exclusions

Exclusion from school means that the pupil is not allowed into school for disciplinary reasons.

There are two types of exclusion:

Fixed period exclusion, which can range from half a day to a maximum of 45 school days in a school year (a child can also be excluded for lunchtimes)

Permanent

- NB: Please see the TSAT **Suspension and Permanent Exclusion from School Policy**

Reintegration meetings

These meetings are held the next day at 8.30 upon the return of a student from exclusion. The reintegration meeting is conducted in the presence of a member of the Senior Leadership Team, the student and parent/carer. At the meeting the student is asked to reflect upon their actions and all parties consider what further interventions are needed to support the student, this may include referrals to external agencies. This is documented on the reintegration proforma.

Alternatives to Exclusion

Withdrawal from Lessons:

This is an intervention method organised to try to prevent the deterioration of a student's behaviour and thus prevent a student become excluded from the school. The student will spend lessons in a separate room which will always be staffed. During break and lunchtimes, the student will be accompanied to get their food and drink and to go to the toilet if necessary. They will be directed during this time by their Head of Year.

Internal exclusions where the student is withdrawn from their peers during lesson time will normally last no longer than a week. Withdrawal during break and lunchtime may be longer, with integration being a phased process with a support system in place to assist with this process.

Please note that a student maybe withdrawn from lessons whilst an investigation is taking place. If this occurs, then the same procedure as above will take place.

Other alternatives to exclusion include:

1. Restorative Justice
2. Mediation
3. Managed Move
4. Alternative Provision

Parental cooperation

If a parent does not comply with an exclusion, for example by sending the excluded child to school, or by refusing to collect, or arrange collection of, him or her at lunchtime, the school must have due regard for the student's safety in deciding what action to take. If efforts to resolve the issue with the parents are unsuccessful the school should consider whether to contact the Education Welfare Service.

13. Training

Our staff are provided with training on positively managing behaviour, as part of their induction process.

Positive behaviour management will also form part of professional development.

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

14. Monitoring arrangements

The Positive 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
- Suspension and Permanent Exclusion from School 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 Positive Behaviours Policy

The Positive Behaviours Policy is understood by pupils and staff

Suspensions and 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 Body 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 and Administration of Medicines on the school website.

The Medicines and First Aid 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 hayfever. 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

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, Plymouth High School for Girls 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>

See also **Suspension and Permanent Exclusion from School Policy**

Physical assault against pupil Includes: Fighting Violent behaviour Wounding Obstruction and jostling 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 Racist abuse Includes: Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti Drug and alcohol related Includes: Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking, vaping or e-cigarettes Alcohol abuse Substance abuse	Physical assault against adult Includes: Violent behaviour Wounding Obstruction and jostling Bullying Includes: Verbal bullying Physical bullying Homophobic bullying Racist bullying Sexual misconduct Includes: Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti 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 Damage Includes: Damage to school or personal property belonging to any member of the school community: Vandalism, arson, graffiti
Persistent disruptive behaviour includes: Challenging behaviour / Disobedience / Persistent violation of school rules Other includes: Incidents that are not covered by the categories above, but this category should be used sparingly	

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.

Appendix 4: Behaviour Outline – C System

Level	Examples are not exhaustive. Professional judgement will be applied in response to any behaviour. <i>First instances of the following: (See C2, if request needs repeating. See C3, if correction is defiantly refused):</i>	Consequences
C1	- Uniform or personal presentation corrections at the school gate, or during registration - Does not settle on arrival when asked - Does not begin work immediately when asked - Does not follow the required learning mode promptly - Does not remove coat on arrival to class, when required by staff - Low-level disruption, such as talking or distracting others (e.g. during lessons, in the library, assemblies or other meetings)	Unrecorded verbal warning
C2	- Repeated C1 behaviours listed above - Does not arrive to lessons on time, nor has a reasonable explanation and the register has been completed - Does not follow expectations for uniform, from 9:00am onwards (e.g. correct skirt length, blazer on with sleeves unrolled, shirt tucked in, correct school shoes, appropriate outerwear) (See C4, if not immediately correctable) - Does not follow expectations for personal presentation, from 9:00am onwards (e.g. one small stud earring in the earlobe only, blemish-covering make-up only, short unpainted natural nails, natural eyelashes, skin free from drawing or excessive writing). (See C4, if not immediately correctable) - Is not equipped for lessons or registration (e.g. stationery, cooking apron, PE kit, calculators, reading book, student planner)	Recorded on Arbor Moved seat in class, if appropriate
C3	3 x C2 within one half-term - Not following the mobile or cellular-enabled device policy for their year group (including, but not limited to, tablets, phones and smartwatches) - A significant or continued disruption to the learning of others (e.g. continued loud outbursts, damaging learning materials, prolonged or continued interruptions)	Recorded on Arbor Removed from class, if appropriate After school detention (1 hour)
C4	3 x C3 within one academic year - Does not demonstrate appropriate conduct in a C3 detention - Does not follow the uniform or personal presentation expectations and cannot be immediately corrected (e.g. non-natural hair colouration, non-removable false nails or lashes, henna*, new piercings, inappropriate footwear without reasonable cause) - Internal truanting / leaves a classroom or designated place without permission - Possession of any nicotine or tobacco-containing products (e.g. cigarettes, pouches, gum, vape cartridges) as well as associated paraphernalia (e.g. vapes, cigarette papers, lighters, matches) - Threatening, intimidating or harassing fellow students <i>* If parents/carers wish to allow henna at home for a cultural or religious occasion, they must notify the school in advance. The school may, at its discretion, allow the use of henna during cultural festivals.</i>	Recorded on Arbor Removed from class, if appropriate After school detention with Head of Year (1 hour) May result in a Head of Year Report Card
C5	3 x C4 within one academic year - Does not demonstrate appropriate conduct in a C4 detention - Defiance / refusal to disclose name to staff / refusal to follow instructions from staff, (including refusing removal from class requiring on-call system) - Walking / running away from a member of staff when challenged on any matter - Cheating during formal assessments (i.e. mocks and end-of-year examinations) - Carries out child-on-child abuse - Entering a prohibited area on-site (e.g. staff-only areas without permission, Annexe moat, Metcalfe fire escape etc) - Use or supply of any nicotine or tobacco-containing products (including cigarettes, pouches, gum) as well as associated paraphernalia (e.g. vapes, cigarette papers, lighters, matches)	Recorded on Arbor Removed from classroom using on-call, if appropriate After school detention with a Senior Leader (1 hour) May result in a Behaviour Contract
C6	3 x C5 within one academic year - Does not demonstrate appropriate conduct in a C5 detention - Prejudicial or discriminatory actions or language, as described in the Equality Act 2010 (i.e. against the following protected characteristics: race, disability, gender reassignment, sex, sexual orientation, pregnancy, marriage or civil partnership, age, religion or belief, including those with no religion or belief) - Involved in a third bullying incident, or engages in severe bullying behaviour (See C7, if physically assaulted)	Recorded on Arbor Internal exclusion May result in a Behaviour Support Plan
C7	- Persistent disruptive behaviour - Refuses to comply with internal exclusion - Physical assault or fighting - Persistent bullying - Stalking students or staff - Possesses, uses or supplies alcohol	Recorded on Arbor Suspension*
C8	- Intentionally or recklessly damages school property by fire (arson) - Significant act of aggression towards school or any of its community - Sexual abuse or assault	Permanent exclusion

Note:

- Heads of Year or Senior Leaders may adjust consequences issued by staff at their discretion, based on mitigating factors or additional information
- Students found to have knowledge of a C3-C7 incident, but who choose not to disclose information when required, may receive the equivalent sanction
- For more information on how medications and drugs are classified in this policy. Refer to the C-system Appendix 1 found in our Behaviour Policy.

Appendix 5: My Behaviour Plan

There are times where the Positive Behaviours Policy will not be able to meet the needs of complex individuals. In this case a differentiated behaviour support plan (my behaviour plan) would need to be created in order to support the needs of complex students.

Requests to use this format must be made by the Head of Year in conjunction with the SLT pastoral lead.

This format would be used for students who may present with complex psychological needs that affect their behaviours. An example would be a student who has experienced trauma and their behaviour presents in a way that has been informed by trauma, or a student who has experienced a significant number of adverse childhood experiences (ACE's). The plan is created for the student and under the advice of any professionals working with the school or student. These plans are designed to be used as a specialist intervention for complex individuals.

See also section 10.3

Example plans below



Name:

Date:

Review date:

Name:

Form:

Stage 0: Engaged

Stage 1: Anxious

Stage 2: Defensive

Stage 3: Escalated

Stage 4: Recovery

Stage 5: Restorative

Behaviours:

Behaviours:

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Behaviours:

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Behaviours:

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Behaviours:

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Behaviours:

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Strategies:

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Consequences:

Consequences:

Consequences:

Consequences:

Consequences:

Consequences:

Triggers:

Motivators-

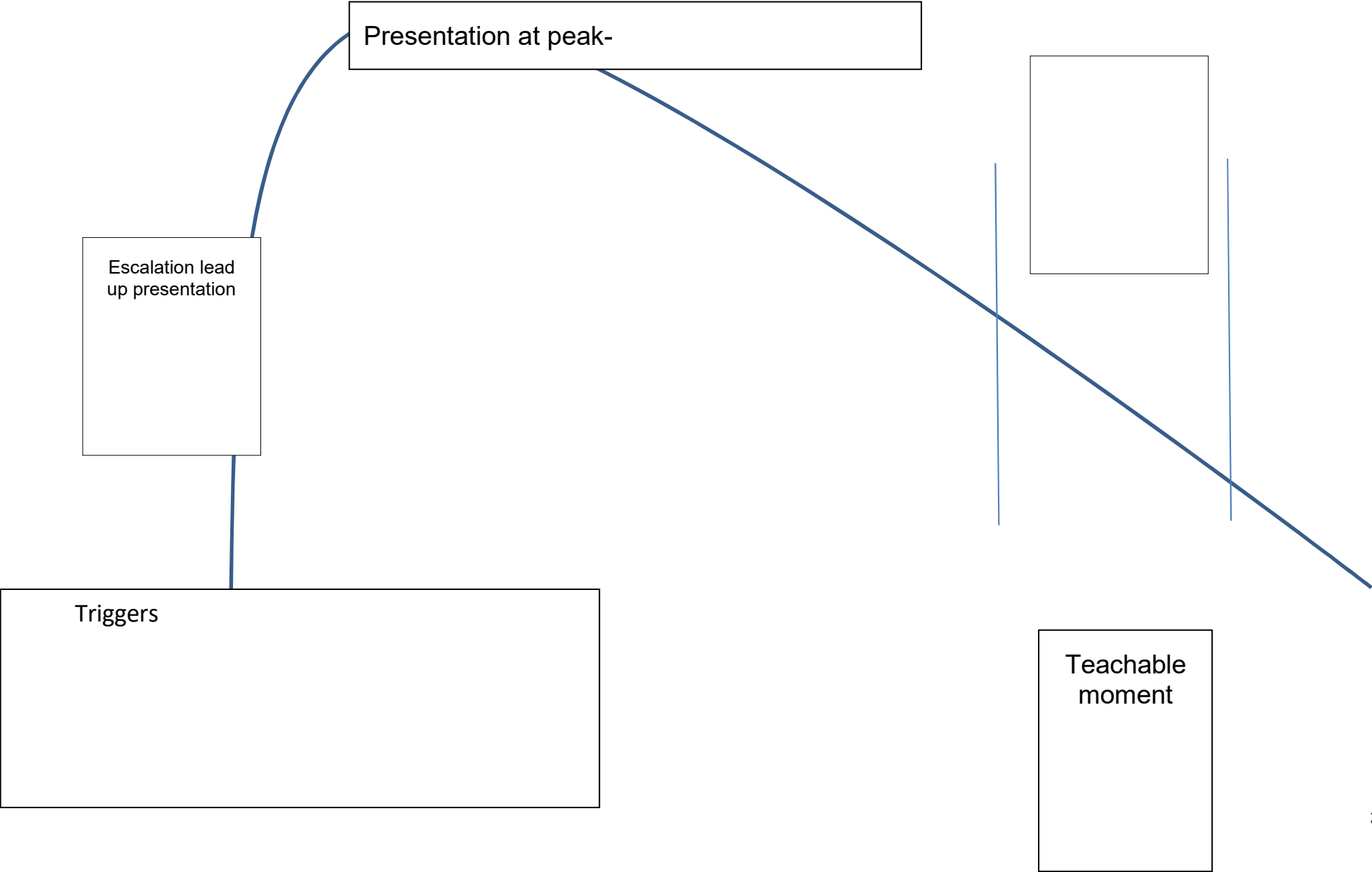
Notes-

Plymouth High School for Girls Behaviour Support

Plan

Name: Form: Date:	Areas of need	Strategies for support in classroom	School support
	•	•	
Agencies working with this student:			

Escalation Curve



 My Behaviour Plan		Date:		Review date:	
Name:				Form:	
Stage 0:	Stage 1:	Stage 2:	Stage 3:	Stage 4:	Stage 5:
Behaviours: No concerns No issues raised. 	Behaviours: 1 incident over a 5 day period.	Behaviours: 2 or more within a 5 day period. •	Behaviours: • 1 incident over a 5 day period.	Behaviours: 2 or more within a 5 day period	Behaviours: 1 incident at any point. •
Consequence:	Lunchtime detention	HOY Detention	SLT Detention	Internal Exclusion	Suspension
Triggers:					
Strategies: 	Strategies:				
Notes-					