

BRIGHTON GIRLS

REWARDS AND SANCTIONS POLICY- SENIOR SCHOOL

SEPTEMBER 2021

In line with Brighton Girls Discipline and Behaviour for Learning Policy, the school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility. Behaviour is never somebody else's responsibility, it is all of ours.

Policy Aims

This policy aims to:

- Promote good behaviour, self-discipline and respect (for self, others, and the environment)
- Set out the school's expectations in relation to behaviour and regulate the conduct of pupils
- Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
- Prevent bullying (in conjunction with the Anti-Bullying Policy)
- Set out the framework of pastoral support in which the policy operates, principles for communication with parents, and the legal background to specific procedures

1.1 Rewards

- Years 7-8: Good work/behaviour is recognised by the awarding of merits to students. Merits are recorded on SIMS.
- When a student has received 10 merits it is recorded in SIMS and is worth 10 House Points. Merits are visible on a student's Firefly page. A student who has 10 merits is mentioned in Celebration Assembly.
- Years 9, 10 and 11: Good work/behaviour is recognised by staff awarding a commendation. These commendations are recorded on SIMS and are also worth 10 House points. Commendations are visible on a student's Firefly page. Commendations are read out in year group assemblies and students who have been awarded them are mentioned in Celebration Assembly.
- Other certificates (each worth House points) are: A Certificate of Commendation for Contribution to the School and the Effort and Attainment Certificates given out at Celebration Assembly as well as election to positions of responsibility such as School Council, Form Prefect or Guild Rep. All of these are visible on a student's Firefly page.

2.1 Disciplinary Sanctions

All pupils are expected to display behaviour which shows a respect for their own learning and the learning of others. Adverse behaviour, and pupils displaying adverse behaviour, will be corrected in line with the school's range of disciplinary

sanctions. Additional to the types of behaviour which place a pupil at risk of exclusion, poor learning behaviour includes a lack of effort, a lack of work, failing to complete homework, off task behaviour which interrupts the learning of others and a lack of co-operation.

Dependent on pupil age, the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct pupil behaviour. In determining if a sanction is **reasonable** in all the circumstances, staff should take into account whether it is proportionate in the circumstances, the pupil's age, any SEN or disability the pupil has, any religious requirements affecting the pupil, and the safety of the pupil (e.g. travel arrangements if sanction is out of hours).

The range of sanctions will include:

- Issuing of a level
- Withholding of praise accompanied by a clear statement of what acceptable behaviour would be
- Referral to other staff e.g. Form Tutor, Head of Department, Head of House, Senior Staff
- Lunch-time detention
- After-school detention
- SLT detention
- Letter to parents (e.g. for incorrect uniform, persistent lateness to school, unsatisfactory submission of homework)
- Being put 'on report' (e.g. for persistent lateness to lessons or disruptive behaviour in lessons). This is a means of close monitoring of behaviour in order to try to improve it and parents will be informed.
- Internal exclusion
- In line with the GDST Exclusions Policy, fixed term and permanent exclusion
- Any student found in possession of illegal substances while in the care of the school will be permanently excluded and the Police notified. Any girl found in possession of tobacco or alcohol while in the care of the school will be dealt with by the Head and may face suspension.

2.2 Levels

1) **LEVEL 1 - Low-level disruption**

Examples - Talking out of turn, inappropriate uniform, forgetting homework, dropping litter, being cheeky, not having planner, not working properly, failing to bring all or correct equipment, use of mobile phone in corridor or public place, chewing gum

Sanction - Verbal warning initially. Continued disruption: Level 1 note on SIMS

Action by Teacher

Information process - Level 1 SIMS Note by teacher

2) **LEVEL 2 – Disobedience / Obstructive behaviour**

Examples - Continuation of Level 1, being late, refusing to follow instructions, poor diligence, inappropriate behaviour, aggressive language, inappropriate use of computers, use of mobile in a lesson

Sanction - Level 2 note in SIMS, Lunchtime detention, Place on subject report

Action by Teacher, HoD

Information process - Level 2 SIMS Note by teacher, HoD to talk with subject teacher, each department to employ strategies to deal with such incidents, actions taken noted on SIMS by HoD.

3) **LEVEL 3 - 3 Level 2 incidents / Continued disruption / Destructive behaviour / Aggressive behaviour**

Examples - Poor diligence across subjects, continued disruption of lesson, damaging equipment, damaging other students' work, graffiti, bullying, rudeness / Insolence, disturbing / distracting other students, aggressive / abusive language to fellow students, fighting, bringing the school into disrepute (including persistent uniform / appearance infringements), truanting.

Sanction - Referral to HoD and Level 3 note on SIMS, HoD (Wednesday) detention, temporary removal by HoD from individual lesson, HoD referral to Head of Section, SLT detention, pupil put on report HoD / Head of Section, HoD / HoS liaison with SENCO, Saturday Detention (SLT authorised).

Action by Teacher or teacher referral to HoD/Head of Section/SENDSCO.

Information process - Level 3 SIMS Note by teacher or HoD, e-mail referral by HoD to Head of Section, actions taken noted on SIMS Head of Section / SLT to contact parents.

4) **LEVEL 4 - 3 Level 3 incidents / Repetition and extreme Level 2 and 3**

Examples - Threatening and abusive language, aggressive disobedience, causing significant damage, continued disruption of lesson, deliberate defiance / disobedience, cumulative offences at Level 3.

Sanction - Internal exclusion.

Action by Teacher referral, HoD/Head of Section/SLT, SENDSCO.

Information process - SLT logging on SIMS, letter to parents, parents called to school, actions recorded by SLT on SIMS.

5) **LEVEL 5 - Repetition or extreme Level 4**

Examples - Continued bullying, racial abuse, aggressive verbal abuse, smoking, use of alcohol, theft, cumulative offences at Level 4.

Sanction - Longer internal exclusion or external exclusion (authorised by Head).

Action by Teacher referral, HoD/Head of Section/SLT, SENDCO.

Information process - SLT logging on SIMS, letter to parents, parents called to school, actions recorded by Head on SIMS.

6) **LEVEL 6 - Persistent Level 5**

Examples - Uncontrollable physical aggression, possession of drugs, weapons etc., criminal act, cumulative offences at Level 5.

Sanction - External exclusion (authorised by Head).

Action by Teacher referral, HoD/Head of Section/SLT, SENDCO.

Information process - Procedures as at Levels 4 and 5, external exclusion forms completed by Head.

7) **LEVEL 7 - Repetition or extreme Level 6**

Examples - Sale of drugs, serious physical injury or threatened violence, persistent bullying.

Sanction - Permanent exclusion (Head and Governors).

Action by Teacher referral, HoD/Head of Section/SLT, SENDCO.

Information process - Procedures as at Levels 4, 5 and 6, exclusion forms completed by Head.

- Sanctions are listed to indicate a normal progression in severity. It may be appropriate to issue sanctions out of sequence according to circumstance.
- There are some offences so serious that they will be dealt with at the discretion of the Head at whatever level she deems appropriate.
- If there is any criminal behaviour, the school reserves the right to contact the police authorities.

3.1 Exclusion from School

Exclusions can be temporary (for a fixed period of time) or permanent. They can be enforced by the Head of the School or by the GDST.

3.2 GDST Exclusions

Exclusions will be decided by the GDST for non-payment of fees. The fees department will have written to parents giving due warning, with clear deadlines for payment. After due warning if payment is still not received, parents are asked not to send their child into School. If this request is unheeded, then the Head is instructed to exclude the student until such time as payment is received. Once payment has been received, the Head is notified and the girl may re-join the school immediately. Should no payment be received, again after due warning, the exclusion would become permanent.

3.2.1 Exclusion by the Head

The Head will exclude any student who misbehaves to such an extent that it disturbs the learning or the welfare of other students. Normally, internal temporary exclusion would be the first step and would follow warnings and all other reasonable attempts to improve conduct. Should behaviour fail to improve following temporary internal exclusion, either a longer period of temporary exclusion would occur or permanent exclusion would follow.

In all cases of exclusion, formal letters will follow with copies to the GDST and the Chair of Governors. The right of appeal will be given and work will be set until permanent exclusion takes place.

In extreme misconduct, temporary exclusion and even permanent exclusion could result. Examples of such misconduct would include severe bullying, physical assault, theft, consumption of alcohol, vandalism but the list is not exhaustive. The bringing into School of drugs cannot be tolerated and will almost always lead to immediate permanent exclusion.

Appeals against exclusion are heard by a panel at the GDST.

Related Policies

This policy operates in conjunction with:

- Brighton Girls Safeguarding and Child Protection Policy and GDST Safeguarding Procedures
- Brighton Girls Anti Bullying Policy
- Brighton Girls Discipline and Behaviour for Learning Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST and School Drugs Policy

Date:	September 2021
Date of Review:	September 2022
Person Responsible:	Deputy Head Pastoral