

## **Brighton Girls Discipline and Behaviour for Learning Policy**

### **Key Requirements / Legal Duties**

This policy responds to the Independent Schools Standards Regulations 2014, which includes the requirement that all schools must have a behaviour policy which must be available to all parents and prospective parents.

The school also acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN and disabilities.

### **Statement of behaviour principles**

At Brighton Girls we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of school life is necessary.

### **Introduction**

Brighton Girls endeavours to provide a safe learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment, and promoting positive learning behaviour and good order. 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

## **Roles and Responsibilities**

The Head has the overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules.

The Head, together with the Senior Leadership Team, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline disruptive behaviour, and the pupils who exhibit such behaviour, ensuring that this happens consistently across the school.

The member of staff with day to day responsibility for behaviour management is Wendy Fox (Deputy Head Pastoral) in the senior school, Laura Comerford (Head) in the Prep school and Laura Comerford (Prep Head) in the EYFS.

All staff have a responsibility to:

- Provide a safe, welcoming environment
- Place the emphasis on learning and teaching
- Ensure pupils follow the school expectations during lessons, in corridors and in free time
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention in cases where behaviour falls below the expected standard
- Take responsibility for any misbehaviour initially – seeking support/advice when required
- Ensure sanctions are applied consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances/ needs of the pupil
- Work in partnership with parents and guardians

## **Expectations**

The following principles should underpin all of our interactions with pupils and each other:

- Respect each other
- Listen to each other
- Treat everyone as an individual
- De-escalate incidents and seek to reconcile

These principles are consistent with the Brighton Girls Code of Conduct which states:

*We expect that everyone will ...*

1. Arrive for lessons on time;
2. Arrive for lessons properly equipped;
3. Listen attentively and avoid calling out or interrupting;
4. Avoid disturbing the learning and concentration of others;
5. Leave the room tidy;
6. Respect each other as individuals;
7. Listen to and be tolerant of others' opinions;
8. Look after her own belongings;
9. Respect other people's property;
10. Feel safe at school and will not tolerate bullying, verbal or physical.

We trust that by trying our best in these ways we shall:

- Grow in personal integrity;
- Develop our capacity to learn and be confident about doing new things;
- Make the school a friendly, inviting and well-ordered place.

It is the school's expectation that everybody should at all times:-

- Treat others with respect, consideration and good manners
- Help to prevent all forms of bullying
- Behave helpfully and responsibly
- Respect the right of others to hold their beliefs and opinions
- Behave with the health and safety of others in mind
- Treat other people's property with care and respect
- Treat the school environment (grounds, buildings and materials) with care and respect
- Keep to and enforce the school dress code
- Allow others to learn and teachers to teach
- Adhere to other relevant codes, such as the Acceptable Use Agreements, Anti Bullying Policy, and Drugs Policy

Our success is tested not by the absence of challenges but in the way we address them.

### **Behaviour in lessons**

All pupils are expected to display behaviour which shows a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the school's belief in positive reinforcement, pupils who display positive learning behaviour should receive praise and recognition.

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.

### **Uniform, behaviour around the building and out of lessons**

Pupils are expected to behave in a manner which demonstrates respect of themselves and others. This applies to use of language, to the way in which they act and behave and to the manner in which they respond to each other, all of which should demonstrate courtesy and consideration. This includes towards fellow pupils, staff, parents, governors and visitors.

Positive behaviour includes setting high standards by wearing correct uniform and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies and by targeted work by the school. The school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents or by sending older secondary pupils home to change.

### **Behaviour outside the School**

Pupils who breach the school's Discipline and Behaviour for Learning Policy whilst on school business such as trips and journeys, sports fixtures, clubs, or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school and not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This includes bullying behaviour within the school community (e.g. pupil to pupil / pupil to staff outside school), behaviour in the immediate vicinity of the school or on a journey to or from the school. Other relevant factors include whether the pupil is wearing school uniform or is in some other way identifiable as a pupil at the school and whether the behaviour could adversely affect the reputation of the school.

### **Positive reinforcement and rewards**

Brighton Girls recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviour. This has both the impact of teaching and reinforcing expected behaviour and a motivational role in helping pupils to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviour are central to the promotion of good behaviour and good order.

Brighton Girls uses a range of rewards and positive reinforcement strategies. Examples of these include:

- Praise
- Written comment on work/in book/in planner
- Merits and commendations
- Certificates
- Mention in Assemblies
- Motivational rewards/prizes
- Special awards at Achievement Assemblies and Prizegivings

By these means the school seeks to motivate pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement.

### **Disciplinary sanctions**

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. The range of sanctions will include:

- Telling off and correction
- Short length detention
- Longer length detention
- Making good missed work
- Redoing work to the required standard
- Loss of break times
- Removal from the lesson to work under supervision elsewhere
- Being placed on report
- Isolation
- Setting improvement targets
- Behavioural contract / Home-school agreement
- Internal exclusion
- In line with the GDST Exclusions Policy, fixed term and permanent exclusion

This list is not intended to be exhaustive but serves as illustration of sanctions used. Serious disciplinary incidents and the sanctions imposed are recorded on SIMS in line with the school's Rewards and Sanctions Policy.

For acts of aggression or behaviour which potentially threatens the health and safety of others, the school reserves the right to involve the police.

Equally, if the school considers that the behaviour might be linked to a young person suffering, or being likely to suffer, significant harm safeguarding procedures will be applied as appropriate.

## **Detentions**

Parents are requested to check their daughter's Firefly page, which is where the majority of detentions and levels will be recorded. The school will inform parents of detentions through letter, telephone calls, text messages or other means as appropriate. Detentions may be imposed outside of normal school hours.

## **Corporal Punishment**

Corporal punishment is against the law and is never used or threatened.

## **Physical Intervention**

Guidance is given to all members of staff on the circumstances in which physical intervention is allowable. Any such incidents are recorded on SIMS and CPOMS and parents are informed on the same day or as soon as reasonably practicable. Following any incidents, an individual risk assessment and risk reduction plan will be drawn up. These are monitored and reviewed to enable the school to minimize the use of physical intervention.

## **Pastoral Support Framework: Monitoring, support and intervention**

Through the pastoral and guidance systems the school has staff (tutors and Heads of Section) whose role is to support pupil welfare and well-being. This includes helping to make explicit the school's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions and monitoring behaviour which gives rise to concern.

The school accepts that for a wide variety of reasons (such as having a special educational need, disability or mental health issue) some pupils require additional support in order to learn and display positive learning behaviour. For these pupils the school will draw on a range of interventions in order to support and re-track behaviour. Strategies include consideration of curriculum need, additional learning support, additional internal provision, placement on a behaviour or pastoral support programme, and use of external expertise.

The school also recognizes that some children may adopt challenging, abusive or disruptive behaviour as a result of abuse. In such cases staff will provide support and intervention, reviewing safeguarding, attendance, wellbeing and learning concerns and make referrals as appropriate.

## **The use of reasonable force**

The School acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or

damaging property and to maintain good order and discipline amongst pupils.

### **Screening, searching and confiscation**

The School acknowledges its duties and responsibilities under the applicable education legislation and guidance in respect of screening and searching pupils, and confiscating items.

School staff may search pupils' clothing, bags or lockers without consent for any prohibited item, and for any item which we believe could cause injury to any person or damage to property. This process will be governed by internal procedures and will only be undertaken by designated staff. As above, the school may give due regard to police involvement or initiating safeguarding processes as appropriate.

As a general rule, school staff can seize any prohibited item found as a result of a search, and any item however found which they consider harmful or detrimental to school discipline. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

### **Malicious accusations against school staff**

The School recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The School will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

### **Staff Support and Development**

Staff are supported in their implementation of the Discipline and Behaviour for Learning Policy through the guidance and leadership of the Deputy Head (Pastoral) and other pastoral staff, regular pastoral meetings and periodic staff training.

### **Partnership with Parents**

The School believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of

their child. The school will therefore seek to involve parents/guardians actively on behaviour for learning issues. Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Letters
- Supporting pupils on report
- Home school agreement
- Pupil homework diaries/ academic planners which allow for two way communication
- Invitations to agency meetings
- Follow up & routine communication

Parents/guardians are welcome to approach the school for informal or formal discussions about their daughter's education.

### **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 Rewards and Sanctions Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST and School Drugs Policy

### **Monitoring, Evaluation and Review**

The Deputy Head Pastoral will monitor the implementation and effectiveness of this policy, review it annually through the use of data on exclusions and other consequences such as detentions, and report to the Head.

Date September 2021

Date of review: September 2022