



**Pleckgate**  
HIGH SCHOOL

**Behaviour,  
Discipline and  
Rewards Policy**

## Document Control

Date of last review	September 2017
Date of next review	September 2019
Review period	2 years
Policy status	Statutory
Owner	Governing Body/ Board of Directors
Lead Contact	R Hamilton Assistant Headteacher





## BEHAVIOUR, DISCIPLINE AND REWARDS POLICY

### Behaviour, Discipline and Rewards Policy

#### Principle:

To ensure support for the school ethos, Pleckgate High School expects all students to display high standards of behaviour at all times. Students will learn best in a safe and calm atmosphere, and good behaviour is essential to enable students to feel secure. Good behaviour will allow for teaching and learning to take place at a high standard. The behaviour policy is intended to ensure consistency across the school, reward good behaviour and promote the teaching of high expectations using behaviour for learning in the classroom.

#### Purpose:

- To promote good behaviour, self-discipline and respect
- To prevent bullying
- To provide a broad, balanced and relevant curriculum related to the needs of individual students
- To provide a lively and stimulating learning environment
- To ensure students are aware of school's expectations and create a positive ethos
- To work with parents and carers in fostering a sense of pastoral and social responsibility in their children
- To encourage staff to respond to all cases of poor behaviour in a constructive and consistent manner
- To use the Behaviour for Learning system to ensure a respectful climate across all areas of the school

#### The school will:

- Share Behaviour and Discipline procedures with students, parents and staff alike so that behaviour and discipline is at the centre of learning at Pleckgate.
- Share with all staff the Pleckgate Behaviour Management Booklet
- Ensure that all staff must use the 'Pleckgate Behaviour Stages' and the SIMS behaviour system to ensure a consistent approach.
- Students are made aware of the need to display high standards of behaviour, by recognising the rights of the residents and local communities, when travelling to and from the school and when participating in activities off the school site.
- Treat students in a professional manner, applying sanctions fairly and consistently.
- Encourage good behaviour through a mixture of high expectations, clear policy and an ethos, which fosters discipline and mutual respect between pupils, and between staff and pupils.
- Praise students for hard work, cooperation, helpfulness, improvement and excellence, using the rewards system where appropriate.
- Take seriously any complaint of bullying or unfair treatment.
- Utilise a range of disciplinary measures using the Behaviour for Learning system.
- Sanction poor behaviour of students both on and off the school site where it feels it is appropriate.  
■ Ensure punishments are reasonable and proportionate and do not breach any other legislation.  
□ Monitor persistent poor behaviour through the school's behaviour management systems and implement relevant interventions.



- Take seriously its legal duties under the Equality Act 2010 and in respect of students with special educational needs.
- Consider whether poor behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

Teachers and other staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

### **Teachers' powers to discipline include:**

- Restorative meetings
- The power to impose detention outside school hours and discipline pupils even when they are not at school or in the charge of a member of staff
- Withdrawal of privileges
- The power to confiscate pupils' property
- The power to screen and search pupils
- The power to use reasonable force and other reasonable physical contact (see guidance on positive handling within the Behaviour Management Booklet)
- The power to discipline beyond the school gate
- Short term removal from lessons to a 'Referral Room'
- A fixed period of time isolated from class in the school exclusion unit
- Fixed term exclusion from school
- Attendance at governor behaviour panels
- Permanent exclusion

### **Practice:**

Students and parents are kept fully aware of the standard of behaviour expected by the school through:

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- i. Behaviour and conduct expectations are shared during initial transition to Pleckgate High School.
  - ii. The publication of the school rules found in handbooks, planners and on the school website.
  - iii. Communications from school to home such as Headteacher letters and student reports.
  - iv. Pleckgate Behaviour Stages that are regularly shared with students.
  - vi. The Home School Agreement signed by all parents at the start of their child's school career at Pleckgate.
  - vii. The theme of good behaviour is regularly reinforced through the pastoral system, during assemblies delivered by senior staff and Learning Managers and through the PSHE programme.
  - viii. Students who are good role models are selected/elected to positions of responsibility e.g. Head boy/girl, school council
  - ix. All students are encouraged to take responsibility for their actions by preventing the escalation of problems through use of the anti-bullying reps (empathy team) and or consultation with teaching and non-teaching staff.
- Detentions and rewards are recorded on the computerised SIMS system allowing for analysis to identify problems at an early stage.
  - Support for students with identified problems is provided through: -
    - i. The Learning Support Department



- ii. Heads of Year
- iii. Pastoral Support Programmes
- iv. Daily/weekly/subject report sheets/booklets
- v. SLT report monitoring sheets

### **Rewards**

- Praise and encouragement in lessons to recognise achievement.
- Positive written comments in books.
- Pleckgate Points (reward system).
- Certificate/prizes to recognise achievement.
- Departmental awards.
- Year group certificates and prizes.
- Display of quality work around classrooms and school.
- Attendance certificate and prizes.
- Invitation to take part in school activities and trips.
- Charity awards.

### **Monitoring**

Of behaviour and discipline is carried out by: -

- Staff being equally responsible for the monitoring of student behaviour around school.
- Tutors, Learning Managers and departmental leaders making use of the weekly behaviour reports.
- Duty staff before and after school, during and after break and lunchtimes.
- Subject leaders/teachers/TA's during lesson times.
- Parents through individual school records.
- SLT.
- Governing Body.

### **Evaluation**

The following aspects will be regularly analysed as part of the Schools Behaviour and Attendance Profile, in order to inform practice:

- Impact on student attainment, especially underachievers
- Number of students bullied or racially abused
- Percentages of students who receive fixed term and permanent exclusions
- Number of positive and negative events in each form/year group
- Feedback from parents through LPPA and parents' evening
- Feedback from external agencies, i.e. EPT, Ofsted, LEA, Peer to Peer review



## Appendix 1: Searching Students

This guidance relates to the 2014 DFE guidance on Searching, screening and confiscation

Key Points to Note:

- School staff can search students and their possessions *with their consent* for any item
- The school is not required to inform parents before a search takes place or seek to their consent to search a student. There is also no legal requirement to inform parents of the outcome of a search, although it is best practice to do so where a prohibited item is found
- Head teachers and staff authorised by the Head teacher have the power to search students or their possessions *without consent* where they suspect the student has a 'prohibited item'

Prohibited items are:

- Knives and weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article that has been or is likely to be used to cause an offence
  - Any item banned by the school rules/policy that has been named as something that may be searched for:
    - Chewing gum
    - Lighters/matches
    - Surveillance equipment
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- Students can be required to remove outer clothing, including hats, boots, shoes, coats and jackets, gloves and scarves
  - The contents of pockets must be produced by the student
  - The member of staff carrying out the personal search should be of the same sex as the student involved. There should also be a witness of the same sex.
  - If, however, a member of staff suspects that serious harm could occur because of something a student has in his or her possession, then an immediate search by a person of the opposite sex and without a witness is permissible
  - Staff are protected from liability for damage to, or loss of any confiscated items
  - The school is authorised to dispose of confiscated items as it sees fit unless it is an illegal item, which should always be handed in to the police. Any disposal of confiscated goods should be discussed with a member of SLT first
  - The school has powers to seize electronic devices without consent and for the person conducting the search to examine any data or files on the device if they think there is good reason to do so.
  - The school also has powers to erase any data or files found on the device should it suspect that the material has been or could be used to cause harm, disrupt teaching or break school rules.



