

Discipline and Behaviour for Learning Policy (inc. EYFS)

Policy owner	Head, Miss Sefton
Policy last reviewed	June 2023
Policy next review date	September 2024
Policy audience	Staff, parents, and pupils

Statement of behaviour principles

At Norwich High School for 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




Norwich High School for 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.

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, including cyberbullying, prejudice-based and discriminatory 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

Learning ethos

<p>Prep School and Nursery</p>	<p>From the start of their journey in the Prep School our girls discover the key characteristics they need to develop in order to become effective learners. Right from Nursery the girls explore this language of learning and apply it to everything they experience as part of school life:</p> <ul style="list-style-type: none"> • Ambition • Creativity • Collaboration • Problem Solving • Curiosity • Independence • Determination • Resilience 	
<p>Senior School</p>	<p>Our education is about more than exams; we want students to be prepared for a changing world by becoming effective learners, team players, problem-solvers and presenters. We encourage students to be intentional about this through the ACTIVE approach to learning.</p> <p>Students are expected to be</p> <ul style="list-style-type: none"> • Adaptable • Community minded • Technologically mature • Independent • Visionary • Eager 	
<p>Sixth Form</p>	<p>As students move into the Sixth form there is an even greater expectation of independent thinking. The VESPA model is based around 5 key components to student success, providing a framework for students to develop study skills. Students in the Sixth Form take on leadership roles throughout the school in a wide range of areas from Wellbeing, Big Sisters to Charities and subject captains.</p>	

Values

Through the school curriculum, values and attitudes are taught, as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us. In our Prep School the three Butterfly Strands highlight the importance of valuing and celebrating difference as part of our focus on being diverse as a community and interesting as people. Throughout the school our commitment to Equality, Diversity and Inclusivity ([Undivided Charter](#)) promotes children's rights and promotion of the protected characteristics were applicable.

We believe that every member of the school community has an important role to play in creating a positive learning environment. It is particularly important that all adults working in school accept responsibility for behaviour through the school and act appropriately when misbehaviour occurs.

Roles and Responsibilities

Role of the Head

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.

Role of the Prep and Senior School Leadership teams

The Prep and Senior School Leadership Teams, 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 fairly and consistently across the school.

The member of staff with day-to-day responsibility for behaviour management in the Senior School is Mrs H. Dolding (Deputy Head, Pastoral and Co-curriculum) and in the Prep School is Mrs Roberts (Head of the Prep School and Nursery). Both are notified of behaviour concerns and any sanctions (e.g. detentions) via CPOMs and discuss interventions with Heads of Year (HOY) and Form teachers as appropriate. The Head receives regular reports from both on behaviour sanctions and is notified of any serious concerns.

Role of teaching and non-teaching staff

All staff have a responsibility to:

- Provide a positive role model for all pupils and students and each other at all times
- Provide a safe, welcoming environment
- Make clear their expectations of behaviour
- 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 fairly and 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

Role of parents and guardians

We value the strong links we enjoy with parents and seek to maintain good communication between home and school. The school communicates expectations to parents at the beginning of the year through Parent Information Evenings, as well as through Parent as Partners meetings (in the Prep School), Parent-Teacher meetings and Parent Forums. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation and to agree a plan of action, within the terms of this policy. Parents have a right to raise a complaint under the school's Complaints Policy which can be found on our website.

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

- Phone calls
- Emails
- 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.

Expectations

The following principles should underpin all our interactions with pupils/students 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 Norwich High School for Girls Code of Conduct

- Prep School and Nursery - [here](#)
- Senior School and Sixth from [here](#).

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 Online Safety Policy, Acceptable Use Agreements, and Anti Bullying Policy

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.

Good behaviour and approach is taught and modelled throughout the school subtly on a daily basis. More formal PSHE and assembly time is given to remind pupils of strategy and sanctions. New pupils joining the school are supported by form tutor/buddy system and meeting with the Head of Year to ensure the behaviour policy is acknowledged. Induction booklets are available at key transition points throughout the school and girls new to the school mid-year will also receive this level of support.

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 cooperation.

Uniform, behaviour around the building and out of lessons

Pupils are expected to behave in a manner which demonstrates respect for themselves and others. This applies to use of language, to the way in which they act and behave and respond to each other, all of which should demonstrate courtesy and consideration. This includes 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 and Online

Pupils who breach the school's Discipline 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, outside school hours and not on school business, this policy will still have effect if the misbehaviour could have repercussions for the orderly running of the school, pose a threat or cause harm to another person, or adversely affect the reputation of the school. This includes behaviour in the immediate vicinity of the school, on a journey to or from the school, or at any time online.

Positive reinforcement and rewards

Norwich High School for Girls recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and cooperative 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.

The school uses a range of rewards and positive reinforcement strategies including but not limited to:

- Positive feedback on achievement, good work, behaviour, approach etc.
- Displays of pupil work (inclusivity – not just the 'best')
- House points in the Prep School
- Awarding merits for good work, effort, approach and endeavour.
- Awarding merits for pastoral aims and qualities.
- Certificate for Bronze, Silver and Gold merit achievements
- Letters of commendation to parents
- Congratulatory meeting with Head/Prep Head for special achievements.
- Congratulatory meeting with Head of Year (e.g., post-report reading)
- Head's Commendation postcards and badges
- Attending Head of Prep's Golden Breaktime
- Assembly 'Achievement Notices'
- Award of 'Captain' status e.g. Games Captain, House Captains, Head Girls etc
- Achievement Boards e.g., Head Girl, Games Captain, Duke of Edinburgh's Gold Award
- Congratulations given in Prep School Celebration Assemblies
- Awards gained at termly Awards Assemblies and Summer Prizegiving in the Prep School and at the annual Prizegiving in the Senior School
- Scholarships into the Senior School and Sixth Form
- Selection for opportunities for enhancement e.g., Minerva, HSBC/GDST summer schools, etc

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.

In the Prep School we reward pupils for their approach to learning by:

- Positive verbal feedback
- Awarding housepoints
- Sharing in a Friday Celebration Assembly
- Staff messages written in planners or in emails to parents
- Awarding gold commendation badges leading to attendance at the Head of Prep's next Commendation Breaktime
- Butterfly Awards presented at the termly awards ceremonies and Summer Prizegiving

In the Senior School we use our ACTIVE to reward pupils for their approach to learning by means of a levelled approach.

How the school promotes good behaviour and approach amongst pupils:

Level 1:

- Positive feedback on the approach to learning displayed through the awarding of "ACTIVE" tokens which register as both individual and house merits.
- Displays of pupil work (eg. classroom, corridor, Head's office, reception, on marketing materials)
- Pastoral approach can be recognised through the awarding of a "Community minded" ACTIVE token.

Level 2:

- Certificates for "ACTIVE" approach at certain levels with bronze, silver and gold approach awards.
- "ACTIVE" tokens will be aggregated into points for houses leading to the award of a termly cup as part of the ongoing experience of house competition.

Level 3:

- Departmental commendations to pupils (eg. postcards)
- Congratulatory meeting with Head of Year (e.g. post-report reading or exceptional approach/attainment or progress within these areas)
- Assembly 'Achievement Notices' for particular approach, attainment, progress or performance.

Level 4:

- Congratulatory meeting with the Head for special achievements or good work.
- Awarding of "Colours" and "Half-Colours" for sports participation.
- Senior School Prizegiving (recognising achievement in all walks of school life – music, sporting, initiative, enterprise, very good work, academic, contribution to the school, etc)

Status/ Leadership Awards

- Scholarships (Senior School)
- Student leadership of co-curricular activities/clubs/societies
- Student mentors for younger pupils
- Award of 'Officer' status (Individual Captains (e.g. Games Captain), House Captains, HGs/Student leadership team, Big Sister leadership)
- Achievement Boards (e.g. Head Girl, Games Captain, Duke of Edinburgh's Gold Award)

Disciplinary sanctions

If the system of self-discipline breaks down, then a series of sanctions are available to school staff. The sanction imposed will be commensurate with the age of the pupil, the gravity/magnitude of the misdemeanour and the pupil's past behavioural record. Sanctions are logged on our internal monitoring system CPOMs.

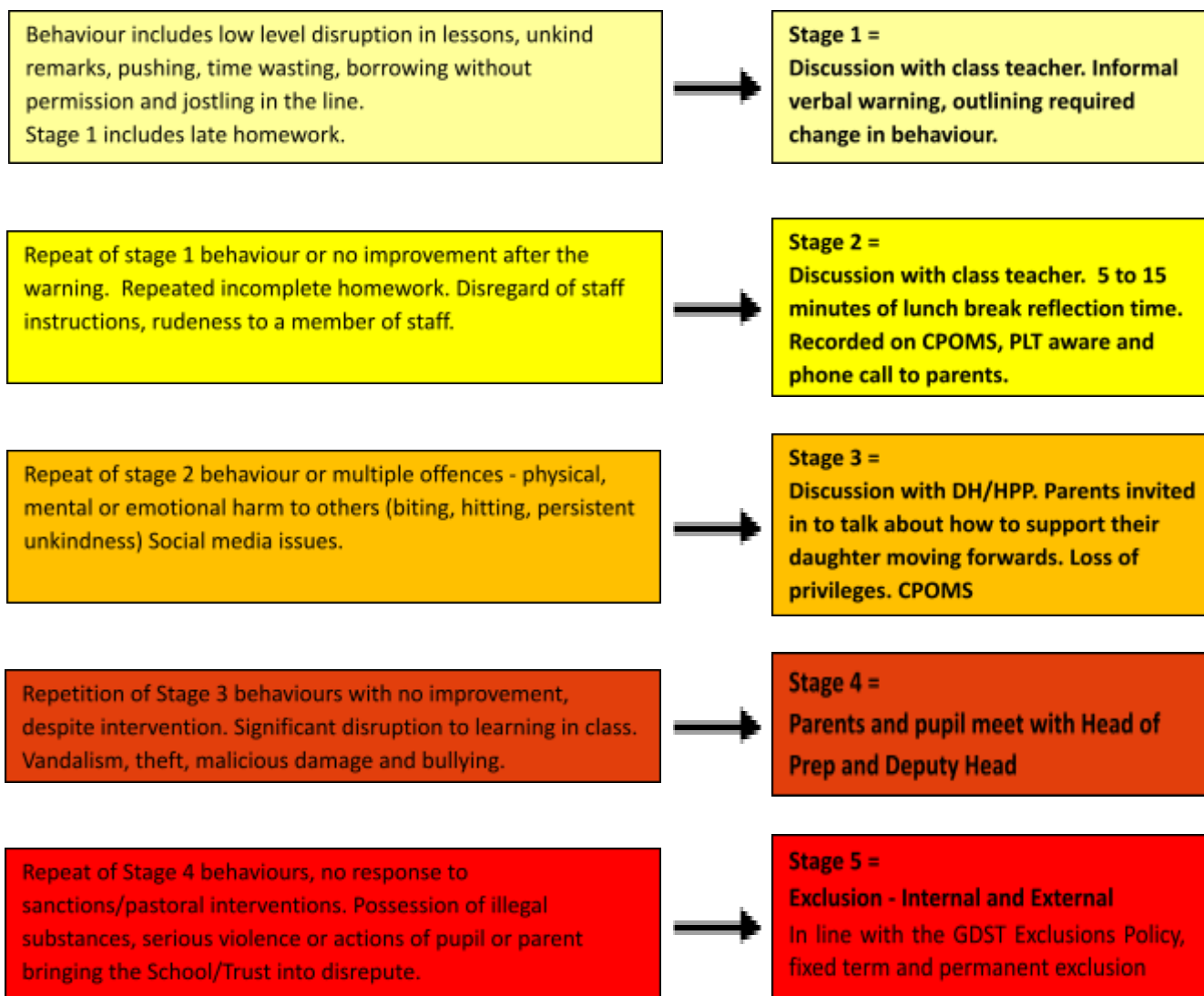
The table below illustrates a basic hierarchy of sanctions. Unless the behaviour is extreme, and warrants entry at a higher level, all tiers of the hierarchy should be used. This is not a comprehensive list of sanctions but serves to illustrate the overall structure.

Sanctions Policy: Behaviour Flow Charts

At Norwich High we expect the highest standards of work and behaviour, fostering a positive and inclusive ethos at our school. Failure to adhere to these expectations will result in the following sanctions:

Prep School and Nursery

A staged approach will be used, with each stage being part of a consistent and progressive response to pupil behaviour which does not meet expectations:



** Please note that the above is not an exhaustive list of behaviours but serves as an illustration of sanctions used*

** Pupils/students may move through the stages in order but **can enter directly at a higher stage if their behaviour warrants it.***

** Each case will be dealt with individually and student voices will be heard from both sides.*

Senior School and Sixth Form



* Please note that the above is not an exhaustive list of behaviours but serves as an illustration of sanctions used

* Pupils/students may move through the stages in order but **can enter directly at a higher stage if their behaviour warrants it.**

* Each case will be dealt with individually and student voices will be heard from both sides.

Notes on Senior School detentions

- **Sixth Form after school detentions:** Sixth Form pupils can be asked to remain in school from 4.00-6.00pm on any given day (with 24 hours' notice) for behaviour misdemeanours or academic work concerns. Parents and guardians will be informed.
- **U3-U6 Homework Prep, Friday lunch break:** Pupils who fail to hand in homework will be asked to attend a Friday homework prep session to catch up on missed work. Parents and guardians will be informed.
- **U3-U5 detentions:** Friday lunch detentions are set for behaviour and academic misdemeanours this includes misuse of a mobile phone. If a pupil attends three of these detentions, an after-school detention will be issued. Parents and guardians will be informed.
- **After school detention:** For more serious misbehaviour, an after-school detention will be given. SLT lead these and meet with the pupil. Parents and guardians will be informed.

Following a sanction, the school will employ strategies to help pupils to understand how to improve their conduct and meet behaviour expectations. These might include:

- A targeted discussion with the pupil
- A phone call with parents
- A 'case conference' with relevant staff – tutor, Head of Year, SENDCO, DSL etc.
- Pastoral support (see below)

The school has a zero-tolerance approach to child-on-child abuse, and all reports will be promptly and thoroughly investigated, recorded and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further detail can be found in the *Safeguarding and Child Protection Policy* and *Safeguarding Procedures*.

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

The school recognises that some children may adopt challenging, abusive or disruptive behaviour as a result of unmet needs or abuse. In such cases staff will provide support and intervention and apply safeguarding procedures as appropriate.

Corporal Punishment

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

Pastoral Support Framework: monitoring, support and intervention

Through the pastoral and guidance systems, the school has staff (Form tutors and Heads of Year) whose role it 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.

Pastoral teams also monitor and analyse attendance and behaviour data regularly at individual, group and school level. Such analysis may trigger interventions with pupils or staff, or a review of school procedures or culture.

Several support systems are available to pupils, to help them understand appropriate behaviour, adhere to school policy and manage their behaviour. These include:

- Pastoral Support from Form Tutor, Head of Year, School Nurse and School Counsellor.
- Behaviour Support Plan – requires input from pupil, parent and school.
- Big Sister Programme
- Restorative conversation with Form Tutors, Heads of Department and/or Heads of Year following the behaviour system.
- Behaviour contracts – where pupils and staff agree key points for addressing.

Pupils with SEND and additional needs

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.

Any necessary sanction will be considered in relation to a pupil's individual needs, and reasonable adjustments will be made where 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 legislation and guidance in respect of screening and searching pupils, and confiscating items.

The Head, or any member of staff authorised by the Head, may search a pupil or their possessions for any item with consent, and for any prohibited item or item banned by the school rules without consent.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco or vaping paraphernalia

- Fireworks
- Pornographic images
- Any article a member of staff 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 other pupil or person

The list of banned items are:

- Sharp items such as knives (including pocket knives), box cutters or razor blades (except those prescribed for use in school sanctioned activities, such as compasses)
- Fire creating objects (e.g., lighters, matches)
- Chewing gum
- Nuts (due to allergies)
- Medicinal drugs - Prescription or other medicinal drugs should be stored with the Nurse (see medications policy)

This process will follow the recommended DfE procedures with due consideration for the safety and welfare of all pupils and staff involved. The DSL will be informed without delay if a search reveals a safeguarding risk. In certain circumstances the police may be involved.

Any search for a prohibited, or banned, item will be recorded on CPOMS and parents will be informed.

As a general rule, school staff can seize any prohibited or banned item found as a result of a search, and any item however found which they consider to pose a risk to staff or pupils or to be evidence in relation to an offence. 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 Behaviour, Sanctions and Rewards Policy through the guidance and leadership of the Deputy Head (Pastoral) and other pastoral staff, regular pastoral meetings and periodic staff training.

Related Policies

This policy operates in conjunction with the following policies which can be found on our website:

- School Safeguarding and Child Protection Policy and GDST Safeguarding Procedures
- Norwich High School Anti Bullying Policy
- Norwich High Online Safety Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST and School Drugs Policy

Legal/guidance framework

- Behaviour in Schools: advice for headteachers and school staff (July 2022)
- Keeping Children Safe in Education (September 2022)
- Mental health and behaviour in schools (November 2018)
- Searching, screening and confiscation: advice for schools (July 2022)
- Use of reasonable force; advice for head teachers, staff and governing bodies (July 2013)
- Independent Schools Standards Regulations 2014
- Equality Act 2010 and SEND Code of Practice (January 2015)

Monitoring, Evaluation and Review

The Deputy Head Pastoral and Co-curriculum (Senior School) and the Head of the Prep School and Nursery will monitor the implementation and effectiveness of this policy, review it annually through the use of data on exclusions and other sanctions such as detentions, and report to the Head.