



Portsmouth  
High School

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GIRLS' DAY SCHOOL TRUST

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# Whole School Behaviour for Learning Policy

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Pre-School, Prep, Senior and Sixth Form

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# Whole School Behaviour for Learning Policy

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Portsmouth High School is a community; we expect every member of our community to behave in such a way that others feel valued and respected. The aim of this policy is to:

- Ensure a purposeful learning environment for all members of the school.
- Create a community in which each member is respected and encouraged by everyone to reach their full potential.
- Create an environment where everyone can flourish as an individual with no discrimination.
- Provide a secure framework in which pupils can grow towards independence and self-discipline.
- Encourage the promotion of positive behaviour by all members of the community.

We recognise that praise is more productive than punishment and high expectations should be the norm.

This policy should be read in conjunction with the following policies: Safeguarding, Fixed Period and Exclusions, Anti-Bullying, cyberbullying, online safety, ICT code of Conduct, Pupil Code of Conduct, Learning Difficulties and Disabilities, the Use of Force to Control and Restrain Pupils and the Search and Confiscation Policies.

The school acknowledges its legal duties under the Equality Act 2010 and in respect of pupils with LDD.

## 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 Mrs Heather Trim (Deputy Head) in the senior school, Mr Paul Marshallsay (Prep Head) in the Prep school and Mrs Sarah Holden (Early Years Co-ordinator) in the EYFS.

## Expectations of Pupils:

- The School Rules and Code of Conduct outline our basic expectations. They are written in consultation with the School Councils and are reviewed regularly. Copies are displayed in classrooms and in student planners and a signed copy placed in the student's file.

- The highest standards of behaviour are expected from pupils both in School and on the way to and from School and in all school activities including carrying out any acts whilst identifiable as a member of Portsmouth High School which may damage the reputation of the School or its members.
- Staff should expect pupils to:
  - Maintain a high standard of personal appearance.
  - Arrive on time, prepared with correct equipment and ready to learn.
  - Keep all classrooms clean and tidy.
  - At all times in all places act in a responsible, civilised and courteous manner.
  - By their attitude and behaviour make it easy for everyone to learn
  - Respect the authority of a member of staff.
  - Always do their homework thoroughly and submit on time.
  - Remain on task and not distract others.
  - Senior pupils: use mobile phones appropriately and with permission in lessons.
  - Prep pupils: hand in all mobile phones at the beginning of the day.

### **Expectations of Staff:**

- Maintain a high standard of personal appearance.
- Be timely to lessons and registrations.
- Follow the Effective Teaching and Learning and Homework policies so pupils are engaged and supported appropriately.
- All staff are encouraged to reward positive behaviour. All staff take responsibility for maintaining good behaviour and challenging inappropriate actions.
- Staff should keep form tutors in the Prep school and Heads of Year and the appropriate Deputy Head in the senior school informed because unusual behaviour can be a manifestation of an underlying safeguarding or pastoral issue and to enable patterns to be identified.
- Staff should impose an appropriate sanction following one warning of poor behaviour.
- Staff to be consistent in their approach
- Heads of Department are responsible for maintaining standards within their department. They should expect to deal with subject specific issues and liaise with tutors and Heads of Year so that the behaviour and/or poor performance of individual pupils can be monitored.
- Form tutors should expect to be responsible for pupils in their form and liaising with staff in the first instance. Heads of Year/JLT should be kept informed so that behaviour and/or poor performance can be monitored.
- To speak to pupils regarding significant poor behaviour in an appropriate place.

### **Rewarding positive behaviour:**

Portsmouth High School uses a range of rewards and positive reinforcement strategies.

Examples of these include:

- Positive feedback on achievement, good work, behaviour, etc.

- Displays of pupil work (inclusivity – not just the ‘best’)
- Good work stickers or stamps
- Written comment on work/in book/in planner
- Merits
- House Points.
- In the Prep school bronze, silver and gold House Point Certificates.
- Signing the Gold Book.
- Commendations
- Certificates
- Mention in Assemblies
- Motivational rewards/prizes
- Special awards at Achievement Assemblies and Prizegivings
- Letters of commendation to parents
- Congratulatory meeting with Head for special achievements.
- Congratulatory meeting with Head of Year or Deputy Head (e.g. post-report reading)
- Award of ‘Officer’ status (Individual Captains (e.g. Games Captain), Prefects, Head Girls, etc.)
- School Prize giving (recognising achievement in all walks of school life – music, sporting, drama, initiative, social responsibility, very good work, academic, contribution to the school, 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.

## **Misconduct and Possible Sanctions**

The sanction should always be appropriate to the specific instance of misconduct and to the previous behavioural record of the pupil.

Serious misconduct which is likely to lead to permanent exclusion:

- Any possession, use or supply of drugs in school or school-related contexts

**Serious misconduct which may lead to fixed- term or permanent exclusion:**

- Possession of harmful or offensive items in school or school related contexts, including cigarettes, alcohol, knives
- Violence
- Theft
- Repeated bullying, racial or personal abuse
- Academic dishonesty (cheating or colluding)
- Swearing or aggression directed at any member of staff
- Making malicious accusations against school staff
- Repeated or significant breach of the School Code of Conduct

Exclusions may be internal (where the pupil is excluded from lessons and works under the supervision of a member of SLT/JLT) or exclusion from school. Exclusion will be in accordance with the Trust's published procedure, a copy of which can be obtained from the School Office.

Serious disciplinary incidents and the sanctions imposed are recorded by the Deputy Head for the senior school and Prep Head for the Prep school.

### **Other examples of sanctions used:**

#### **Senior School**

##### *Writing in a girl's planner*

This is used to inform parents of minor problems and when a girl is given a lunchtime detention. Planners/ diaries must be checked ideally weekly in Key Stage 3, and not less than once a fortnight, and personal targets set for pupils with multiple entries.

##### *Lunchtime detentions*

These are given if a girl breaks the Code or Rules on a number of occasions and particularly in the light of work-related issues. These are recorded in the student planner/diary. Pupil sits in a class taken by the Head of Department or other member of the same department. The Head of Year must be informed and the parents notified if this occurs.

##### *Individual behaviour management programme*

To be written in consultation with the student and parents. Consistency by all staff is vital. Pupil to work in Head of Year's classroom or SLT office. Pupils who are disruptive must not be allowed to have an adverse effect on the learning of others. The Deputy Head/ Deputy Head (Academic) should be informed via a pupil alert form and the parents notified if this occurs.

##### *Detentions on an Inset day or after-school detentions*

These can only be given by a member of the Senior Leadership Team. A letter is sent to parents informing them of the reason as well as the time of date of the detention.

##### *Community service within the school*

Restrictions placed on participation in school trips.

These may be used following misconduct on a school trip or if there are serious concerns regarding a pupil's behaviour.

#### **Prep School**

##### *Discussion with form tutor*

In the first instance the form tutor will discuss incidents with pupils and ask them to complete work, write a letter of apology or apologise to another child as appropriate.

### *Meeting with Deputy Head of Prep School*

In more serious cases, or after intervention from the form tutor has not been effective, the Deputy Head of the Prep School will have a meeting with the pupil to agree next steps for the situation.

### *Meeting with the Prep Head*

In serious cases of misconduct, or after the steps above have not been effective, the Prep Head will meet with the pupil to agree next steps. The parents may be invited in at this stage at the discretion of the Prep Head.

Prohibited items	The following items are prohibited on school premises: <ul style="list-style-type: none"><li>• Alcohol</li><li>• Illegal drugs</li><li>• Substances which give “legal highs”</li><li>• Knives and weapons</li><li>• Stolen items</li><li>• Cigarettes, Cigarette lighters and matches</li><li>• E Cigarettes</li><li>• Fireworks</li><li>• pornographic images</li><li>• any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.</li></ul>	A female member of staff authorised by the Headmistress may search for these items without pupil consent. Another member of staff will be present as a witness. Items found will be confiscated and given to Deputy Head/ Head of Prep for appropriate disposal.
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### **Malicious accusations against school staff**

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

## Sanctions which are not permissible

- Physical violence e.g. punching, kicking, pushing, shaking, pulling limbs or hair or clothing.
- Persistent or aggressive shouting (other than to ensure safety in an emergency).
- Throwing missiles e.g. objects, books, pencil cases, chalk, rubbers.
- Humiliation (e.g. wearing distinctive or inappropriate clothes e.g. insisting girls do gym in their underwear).
- No form of corporal punishment is permissible or to be used as a threat; this is defined as: “Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation”. Guidance is given to all members of staff on the circumstances in which ‘physical intervention’ is allowable in the ‘The use of force to control or restrain pupils’ policy

## Use of reasonable force

Examples of circumstances when reasonable force may be used:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- to conduct a search for “prohibited items”.

## Monitoring, Support and Intervention

Through the pastoral and guidance systems the school has staff (tutors and Heads of Year) whose role is to support pupil welfare and well-being. This includes helping to make explicit the school’s expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.

The school accepts that for a wide variety of reasons some pupils require additional support in order to learn and display positive learning behaviours. For these pupils the school will draw on a range of support interventions in order to support and re-track behaviours. 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 identifies that pupils' may require additional support at times of transition. Strategies include the use of pupil mentors, individual meetings with tutors and form discussions on key aspects of the relevant policies.

## **Active Involvement of 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 reports
- Home school agreement
- Pupil homework diaries/ academic planners which allow for two way communication
- Invitations to agency meetings
- Follow up & routine communication
- Counselling sessions involving parents and pupils.

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

## **Monitoring, Evaluation and Review**

The Deputy Head and Prep Head will monitor the implementation and effectiveness of this policy, review it biannually through the use of data on exclusions and other consequences such as detentions. The policy will be promoted and implemented throughout the school.

## **EYFS**

Our approach to behaviour management is to focus on positive praise rather than then the use of admonishment. Children take great pleasure in smiles, praise and all forms of positive attention from carers and we have found that focusing on the positive generally brings about desired behaviours more quickly. For special achievements, rewards are given in the form of house points for Reception children and the chance to sign the gold book in celebration assemblies with the Headmaster Mr Marshallsay each week.

A behaviour management strategy can be found on the wall in the Pre-school room. This was developed by the early years team to support all who work with the age range. It utilises best practice from many early years systems but is strongly aligned with the High Scope approach to conflict resolution. It supports children to recognise the choices they

make, the consequences that may result and empowers them to critically analyse problems and generate their own positive solutions.

Good communication between school and home is vital to ensure a smooth transition into the Pre-school and for the child's continued happiness and success. Sharing these approaches with parents when necessary supports a sense of security for each child and builds consistency between the two environments.

So much of the focus in the Early Years is about laying the patterns of behaviour for the future – good listening skills, healthy social interaction, thoughtfulness, good manners and an awareness of cause and effect. Your help in promoting all of these important skills is essential.

Supporting the child may involve setting up an Individual Plan with specific targets related to behaviour. This would be shared with parents and any other relevant outside agencies. Our Special educational needs policy may be implemented in conjunction with our behaviour policy where necessary. No corporal punishment will be used or threatened.

**H J Trim (Deputy Head)/ Senior school Council/ Prep Head/ EYFS Co-ordinator**

**Date: August 2018**

**Review Date: 2019**