



Portsmouth
High School

GDST
GIRLS' DAY SCHOOL TRUST

Discipline and Behaviour for Learning Policy

Pre-School, Prep, Senior and Sixth Form

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Discipline and Behaviour for Learning Policy

Statement of behaviour principles

At Portsmouth High School 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

Portsmouth High School 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

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 fairly and consistently across the school.

The members of staff with day-to-day responsibility for behaviour management are Rob Smith, Deputy Head (Pastoral) in the senior school, and Paul Marshallsay, Prep Head in the junior school and 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 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

Expectations

The following principles should underpin all 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 Portsmouth High School Code of Conduct.

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.

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 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 and Online

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, 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

Portsmouth High School 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.

The school uses a range of rewards and positive reinforcement strategies including:

- Praise
- Written comment on work/in book/in planner
- Reward points
- 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
- Catching up on missed work
- Repeating work to the required standard
- Loss of break times
- Removal from the classroom to work under supervision elsewhere
- Being placed on report
- 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 CPOMS.

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, SENCO, 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 threatens the health and safety of others, the school reserves the right to involve the police.

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

Detentions

The school will inform parents through letter, telephone call or other means as appropriate if a detention is issued. Detentions may be imposed on the same day and outside of normal school hours. All members of teaching staff can impose detentions.

Removal from the classroom

Removal from the classroom is a serious sanction which will be only used when absolutely necessary as a response to serious misbehaviour. Parents will be informed on the same day if their child has been removed from the classroom. If a pupil is removed, they will be sent to a member of SLT who will supervise them. Work will be set for the lessons they will miss. A member of SLT will judge for how long the pupil works outside of the classroom.

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 (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, 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.

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 the 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. For further detail and guidance, please refer to the School's Restrictive Intervention Policy which can be found at www.portsmouthhigh.co.uk/policies .

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 authorized 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
- Tobacco and cigarette papers
- 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 items banned by the school is:

- E-cigarettes and vapes
- Energy drinks

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 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.

Prep School and EYFS

In the Prep school (Nursery to Year 6), we would like our pupils to be motivated by their own goals. The reward system should be seen as a recognition of this internal motivation, rather than the driving force behind it.

PHS recognises the efforts and achievements of its pupils in a variety of ways. The culture is a supportive one in which participation is valued as highly as excellence, such that one leads to the other in all manner of fields. Pupils are encouraged to stretch themselves and are congratulated when doing so. Personal and team achievements are regularly mentioned in whole school assemblies and other smaller forums. We recognise effort and achievement in all aspects of a child's development through verbal praise, written comments, messages to parents, house points, certificates, presentations in assembly and the signing of our Gold Book, which records significant academic work and social action. Our end of year awards evening celebrates the achievements of children in Year 6 and those who have made substantial progress and achievement in other year groups.

We appreciate the age and stage of our pupils in terms of their personal, social and emotional development and their language skills.

House Points

Our House Point system in Prep School seeks to promote and celebrate the development of our Learning Wheel, the core of our Explorer approach to learning. The six key attributes staff are looking for are children:

- Being resilient
- Making links
- Being collaborative
- Being curious
- Being imaginative
- Being independent

Attribute	What house points might be awarded for?
Resilient	Showing resilience in responding to a setback and learning from these. Trying again when things go wrong.
Make links	Making connections between subjects or with previous learning.
Collaborative	Excellent teamwork on a group endeavour. Supporting a House or school event.
Curious	Asking questions. Extending your learning beyond the classroom. The ability to be motivated by long term goals and seek out new knowledge independently of your lessons.
Imaginative	An outstanding creative response in any subject.
Independent	Trying to work things out for yourself. Giving it a go before asking for help. Trying something in a new way.

Individual Rewards:

If girls are awarded a certain number of house points in a year, this is recognised in our weekly celebration assembly, which parents will be invited to attend.

Number of House Points	Certificate	Reward
50	Bronze	Certificate awarded in assembly.
100	Silver	Breaktime hot chocolate with Prep Leadership Team and certificate presented in assembly.
150	Gold	Certificate presented in assembly. Lunch with Prep Head.
200	Platinum	Certificate presented in assembly. Visit to Senior Head

House points are recorded in pupils' homework diaries. Teachers collate house points awarded for pupils in EYFS and KS1.

Individual teachers may also implement their own whole class rewards systems.

Negative Behaviour and Sanctions

Alongside our rewards system, we have sanctions. Whilst we would always hope to promote positive behaviour primarily through praise and encouragement, and age-appropriate discussions between pupils, there are also certain behaviours that will not be tolerated in school that require alternative approaches.

We discuss girls' behaviour with parents in an open way and comments and conversations about behaviour are reported on school monitoring systems. Early intervention is key with girls of a young age and contact with parents will be made by the class teacher to discuss any concerns or observations surrounding negative behaviour and attitudes. Following a sanction, we adopt a clean slate approach.

Corporal punishment, humiliation or insults are never used as behaviour management strategies.

When unacceptable behaviour is observed we intervene in a calm way, using age-appropriate language to state that the behaviour is inappropriate, give a simple explanation and offer an alternative choice. We describe the consequences of behaviour (e.g. when you say unkind things to your friend it is upsetting).

When we talk to girls about their behaviour we keep this separate from them as a person, meaning that we never label girls as mean or naughty but instead describe the behaviour we have observed and its impact on other people.

Approaches to behaviour management are consistent and discussed between staff teams. Where further particular strategies are needed to support individuals, these are discussed as a team and will be shared with parents. These may include, but are not limited to, closer monitoring by staff and additional support in the classroom or other areas of school, sticker charts, social stories and small group activities.

Unacceptable behaviour disrupts or impacts on the learning or welfare of other pupils, or on the maintenance of health, safety and discipline within the school community. It may take place inside or outside of School. Negative behaviour is reported to parents via phone, email or face to face meetings.

Bullying is an example of unacceptable behaviour. When incidents of bullying do occur, they are investigated thoroughly, in accordance with the Anti- Bullying policy, and stronger action is taken to deal with those responsible and to support the person or persons targeted. All incidents of unacceptable behaviour are reported to the Class Teacher and Prep Leadership Team, so that behaviour can be monitored and action taken.

Staff will discuss any uniform infringements and lateness directly with parents.

Despite consistent systems being beneficial for all pupils, universal behaviour systems are unlikely to always meet the needs of all pupils. If pupils need more intensive support with their behaviour, the approach may need to be adapted to individual needs.

Verbal warnings and incremental consequences:

Behaviour	Consequences
Behaviour includes low level disruptive behaviour such as calling out, thoughtless comments, time wasting, not following instructions, late homework, not having the right equipment.	Verbal warning x 1 per incident (max 3)
Behaviour includes continuation of the above, despite 3 warnings.	Recorded under sanctions in CPOMS 5 min reflection with form teacher in break time. Form teacher to speak with parent.
Causing physical, emotional or mental harm to others; social media/online harm	Miss part of break/lunch time * (see below) Reflection with Prep leadership team Prep leadership team to call parent. Recorded under sanctions in CPOMS
Repetition of above, despite interventions with no improvement. Vandalism, theft, malicious damage and bullying.	Reflection with Prep Head. Meeting with parents and pupil. Recorded under sanctions in CPOMS
Repeat of the above, despite interventions with no improvements. Possession of illegal substances, serious violence or actions of pupil/parent bringing the school into disrepute.	Exclusion, internal and external in line with the GDST Exclusions policy. Recorded under sanctions in CPOMS

* Pupils must still be permitted to use the toilet, have a drink and eat their snack, so the reflection should not take up all of their break time.

These actions should be recorded in the Behaviour Log and reviewed regularly at the Prep Leadership Team Meeting.

Following a sanction, the school may employ follow-on strategies to help pupils to understand how to improve their conduct and meet behaviour expectations.

These might include:

- Ongoing targeted discussions with the pupil(s)
- A follow up meeting with parents
- A ‘case conference’ with relevant staff – Form Teacher, member of PLT, SENCO, DSL
- Pastoral support (ELSA, counselling, etc)

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:

- School Safeguarding and Child Protection Policy
- School Anti Bullying Policy
- School Restrictive Intervention Policy
- GDST 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 (February 2024)
- 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) 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.

Date 25/03/2026

Date of review 01/07/2026