



NORTHAMPTON
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

NORTHAMPTON HIGH SCHOOL

REWARDS AND SANCTIONS POLICY

This policy relates to the whole school: EYFS, Junior, Senior and Sixth Form

Northampton High School promotes a positive learning environment to maintain our high standards within the ethos of this school. This is achieved by encouraging a cooperative, supportive and consistent approach in which the Head, staff and pupils from EYFS to Sixth Form work together to implement. The school aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. We believe our school community is a happy one and that good behaviour flourishes in a culture of support, flexibility, encouragement and high expectations.

We are an inclusive school community and treat everyone as an individual. We believe that praise and encouragement should be the cornerstones of our day to day life.

The DfE non-statutory guidance advice "Behaviour in Schools (updated January 2022) has been used to draw up this policy: [Behaviour in schools - advice for headteachers and school staff \(education.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/103121/behaviour-in-schools-advice-for-headteachers-and-school-staff.pdf)

Statement of appropriate and inappropriate behaviour

The school expectations are that each pupil as appropriate to their age complies with the **Code of Conduct** outlined below:

1. We will do our best by trying to:

- Be punctual in arriving at school, and for all lessons, meetings and appointments
- Complete work fully and on time
- Make sure we have all necessary equipment both for lessons and homework
- Contribute to and involve ourselves in as many aspects of school life as we are able

2. We will treat others with respect, courtesy and friendliness by:

- Not discriminating against age, appearance, ability, or background
- Making everyone feel welcome, especially new members of the school
- Using language that is respectful of and kind towards others and that does not perpetuate stereotypes or offend others
- Avoiding language which is offensive, abusive or rude, and, while reserving the right to reply and express our opinions, not shouting, calling out or interrupting
- Respecting other people's possessions – not stealing or damaging them or borrowing them without permission
- Not bullying our fellow pupils in any way, as outlined in the school's Anti-Bullying Policy

(bullying also includes cyberbullying, prejudice-based and discriminatory bullying)

- Adhere to the ICT Acceptable Use Agreement
- Being quiet in order not to disrupt lessons and examinations, and on the way to and from assembly

3. We will care for and behave sensibly in our school environment by:

- Not misusing the school building, surroundings and equipment
- Keeping form rooms and cloakrooms tidy
- Not dropping litter
- Walking rather than running around the school, keeping to the left of corridors and stairs
- Not running to lunch or pushing in at the queue
- Behaving in an appropriate manner in those parts of the school grounds designated for our use

4. We will observe and respect school rules currently in force by:

- Keeping to the Health and Safety Regulations posted in each form room
- Wearing our uniform and jewellery correctly and sensibly in accordance with the Uniform Policy
- Keeping to rules which do not allow certain items in school, such as chewing gum or spray deodorant
- Obeying all reasonable instructions

We understand that breaking the Code of Conduct in any way demonstrates a disruption of the just and friendly atmosphere, which we would all like to achieve in our community.

The school has identified examples of inappropriate behaviour as that which includes:

- Dishonesty
- Truancy
- Constant low-level disruption
- Harassment or abuse on the grounds of race, religion or sexual orientation
- Verbal abuse
- Threatening language
- Threatening behaviour
- Intimidation
- Physical abuse
- Theft
- Damage to property
- Defiance/refusal to cooperate
- Bringing illegal substances to school or using them whilst in school
- Misusing the computer system
- Misuse of technology
- Peer on peer abuse, as defined in the Safeguarding Policy

Rewarding good behaviour

The school values highly, good behaviour, kindness and service to others. We promote these values in our pupils through a system of recognition and reward. The overarching principle of our rewards system centres on how rewards (and sanctions) can, and should, be used to positively reinforce appropriate student attitudes and behaviours, and to discourage inappropriate attitudes and behaviours.

These include the use of:

- A house point system to reward good behaviour
- Praise, positive feedback, commendations and awards
- House points for positive behaviour and effort
- Contact with parents using praise letters and postcards
- Written and verbal expressions of thanks and praise at every opportunity, including in weekly assemblies, end of term Presentation Assemblies and our annual Awards Evening
- House points awarded also for competitions across the curriculum, most often seen in sports and the performing arts but also used in lessons

Teaching and Learning

Northampton High School aims to raise the aspirations of our pupils and instill an inherent curiosity and enjoyment of learning. Success within the classroom is celebrated through verbal and written feedback, praise stickers, academic house points and a variety of other means. Pupils are given a high level of individual attention and in return, high standards of engagement are expected in lessons.

Involvement of Parents and Guardians

Parents and guardians who accept a place for their child at the High School, undertake to uphold our policies and regulations, including this one, when they accept the terms and conditions of the parent contract. Therefore, we expect their support in upholding standards relating to attendance, punctuality, behaviour, uniform, standards of academic work and involvement in extracurricular activities.

Parents will receive a copy of our Girls on Board leaflet which is a programme the school uses to support pupils in low-level, but often complex, friendship issues. This does not replace our anti-bullying policy.

Involvement of Pupils

Our experience shows that our ethos of mutual respect is enhanced when we listen to the voice of our pupils. Therefore, we operate a variety of mechanisms, including through the Student Leadership Team, to hear their feedback and respond to it. Pupils should always feel that a member of staff will treat them with kindness and respect, even if disciplinary action is needed.

Breaches of School Discipline

The school will undertake to apply sanctions fairly and in accordance with the procedures of natural justice. Pupils should always feel that they have the opportunity to make amends and have a 'clean slate', with the exception of a very serious breach of the rules. In turn we require parents to support our application of sanctions which are essential in helping us to set boundaries and manage challenging behaviour.

Concerns, Sanctions and Interventions

Expulsion

A pupil is liable to expulsion for a grave breach of school discipline, for example a serious criminal offence, or wilful act designed to cause serious damage to the school, its community or any of its members. Formal expulsion involves removing the pupil from the school roll and we are legally required to make reference to the facts surrounding the matter in every request for a reference. Please see the separate 'Exclusions Policy' for full details.

Suspension

A pupil may be suspended either internally (separated from their normal lessons but remain in school) or externally (required to remain at home) pending an investigation of a complaint or as a sanction in its own right. See the GDST's policy and procedures for exclusion for further details.

Detention

Pupils may be placed in a detention by a member of staff for a range of discipline breaches. Lunchtime detentions will usually be for minor indiscretions and low-level disruption. After school detentions will be issued for more serious or repeated offences. Parents will always be contacted in advance about after school detentions. Detentions are never used for poor academic performance, where guidance and support will be offered instead.

Other Sanctions

Staff in the school, under the guidance of the Head and Deputy Heads, may apply a range of other sanctions to comply with good educational practice and promote the observance of the Code of Conduct and community ethos.

Examples of sanctions include, but are not limited to:

- Academic notifications are given for late/missing work or lack of equipment
- Behavioural concerns are given for breaches of the Code of Conduct
- Interventions involving Tutors or Heads of Year
- Target and Report Cards
- Restorative justice in the form of service to the school community (for example, helping to clean an area if the offence has involved wilful making of mess)
- Withdrawal from a team event, trip or a lesson
- Reporting to or working outside the Deputy Heads' offices
- For persistent infringements of the uniform, a uniform report card will be issued and parents will be informed.

Punishment

Corporal punishment is never used or threatened with any pupil at Northampton High School. Under section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited for all pupils in independent and maintained schools. The prohibition includes the threat or administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors.

Under subsection 548(5) of the Education Act 1996, teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'. Teachers' powers under section 4 of the 1997 Act to restrain pupils from engaging in certain activities remain. Teachers should be careful to ensure that, should physical intervention ever need to be used, it is minimal and could not be construed as an assault on a pupil.

In EYFS any physical intervention which is used, is reported to the parent/carer the same day or as soon as is practicable.

Under the Equality Act 2010, in the case of children with disabilities or special educational needs, these are met by making reasonable adjustments according to each specific pupil's requirements. Transition of pupils between each Key stage is managed carefully with staff handover meetings, detailed notes and liaison between staff and parents.

How and When Sanctions will be Applied

We believe that any sanction ought to be a deterrent and above all should be applied fairly, consistently and in a measured way. All sanctions should be appropriate to the seriousness of the offence and there is a clear scale of sanctions and a process of progressing through them. The referral pathways and sanctions in the Junior School will be distinctly different from Senior School.

Pupils with Additional Needs

There are times when pupils with special educational needs, mental health issues or a disability require extra support in managing and displaying positive behaviour. Additionally some children may adopt challenging or abusive behaviour towards others as a result of abuse. The school's pastoral and wellbeing staff make all efforts to work with these pupils, their parents and other professionals to manage the behaviour and its impact on others. Pupils in this position may also need support to move on from bullying, in addition to sanctions.

Junior School Referral Pathways

If a child behaves inappropriately, the first response would be an explanation of why the behaviour is not acceptable. The child would be asked to consider the consequences of the action and, if appropriate, explain why it is unacceptable.

Repeated minor incidents or a single serious incident would be reported to the Head or Deputy Head of the Junior School, who would speak to the child and make it clear that the behaviour was unacceptable and discuss how the child needed to modify her response to particular situations.

The lead person in administering the Behaviour Policy in the Early Years Foundation Stage is Mrs Jo Purvey-Tyrer.

Various sanctions will be used as a response to inappropriate behaviour which would always be combined with discussions with the child to ensure they were aware of how their behaviour needed to change:

- Following an incident, a child would be expected to apologise verbally or in writing; this might be done during playtime.
- A child misbehaving in assembly might have to stand or come to the front if they did not heed warnings.
- A child would be kept in if behaviour in the playground was unacceptable.
- A child might spend time working separately if they were uncooperative in a group situation.
- If homework is not completed and handed in on time, on more than one occasion, a child would be asked to complete this at lunchtime, under the supervision of a member of staff.
- Behaviour charts may be used to help the child modify her behaviour, in consultation with the Learning Support Teacher.
- If a child breaches safety rules i.e. running in school, more positive behaviour could be encouraged, for example by setting the child a task such as making a safety poster or display.

Parents will be kept informed and strategies for improvement discussed if behaviour is repeatedly unacceptable.

Senior School Sanctions and Referral Pathways

All behavioural and pastoral concerns are logged on CPOMS to build a clear picture of a pupil's conduct in school and to ensure fairness and parity. Annex A provides examples of sanctions and the table is not exhaustive. A pupil may not go through the levels in order, should a serious breach of rules take place. The Head and Deputy Heads have overview of all CPOMS records. Behavioural incident logs are monitored by the Heads of Year in the first instance.

Level 1 – Warnings and Minor Sanctions

Relatively minor misdemeanours will be dealt with as they happen, by the member of staff on the spot. Examples (not exhaustive) of behaviour which would warrant a Level 1 sanction are: lateness, casual rudeness in lessons, late work, wearing incorrect uniform.

These issues would be dealt with through discussion, advice or coaching from the teacher, tutor or Head of Year immediately. The pupil will be made aware of where her behaviour has fallen short and given the opportunity to remedy it. Pupils may be asked to complete a community service task such as to help clear the Lost Property box. A member of staff will log the matter and outcome on CPOMS. It will be made clear to the pupil, what the consequences of continued behaviour breaches would be.

Level 2 – Departmental or Pastoral Detentions

If the behaviour is more serious or continues to occur despite previous sanctions and discussions, a further sanction would be appropriate. Examples of sanctions at Level 2 would be a lunchtime detention, an academic or behavioural report card or restorative justice. Parents would be notified of a Level 2 sanction for information only at this stage.

Heads of Faculty and Heads of Year are expected to support colleagues in dealing with persistent low-level behavioural matters.

Level 3 – School Level Sanctions

If a serious misdemeanour occurs or there are continued concerns despite Level 1 and 2 interventions, a school-level sanction may be appropriate.

This would involve placing the pupil in an after school detention, spent with a member of SLT. The pupil would be spoken to by one of the Deputy Heads and it would be made clear to them what improvements are required to prevent further sanctions. An agreement on appropriate and acceptable behaviours may be needed to support the pupil. Parents would be notified in advance of the school detention and a discussion would take place to ensure they are aware of the problem and required actions.

Level 4 – Suspension

If a most serious misdemeanour occurs, or the pupil has not responded to previous interventions this could lead to possible suspension. If a serious incident occurs during the school day, it is possible that a parent or guardian will be asked to immediately collect their daughter whilst an investigation is carried out. Suspensions may be internal (school-based) or external (home-based) depending on the nature of the misdemeanour.

A meeting between the Head or Deputy Head and parents will take place prior to the pupil returning to school.

Level 5 – Expulsion

If an extremely serious breach of discipline occurs, or a pupil has not responded to previous intervention, or in cases of gross misconduct, the school may be forced to exclude a pupil.

The School's Exclusion Policy is available on request.

Examples of serious breaches of discipline which may lead to suspension or expulsion include;

- Drug abuse
- Alcohol or tobacco abuse
- Theft
- Bullying (including cyberbullying, prejudice-based or discriminatory bullying)
- Physical assault or threatening behaviour
- Fighting / aggression
- Contravening the school's duty of care (e.g. missing for a long period of time during school hours or putting self or others at risk of harm)
- Bringing the school into disrepute
- Sexual Harassment
- Racist or sexist abuse
- Persistent disruptive behaviour
- Being complicit in any of the above

Records of Sanctions

All concerns and sanctions are logged via CPOMS. The CPOMS records are scrutinised by Heads of Faculty and Heads of Year to ensure all matters are dealt with fairly. Major sanctions (Level 4 and above) are also recorded in the Sanctions Log which is scrutinised by SLT on a termly basis. For EYFS pupils a record of physical intervention is kept according to government guidance.

Enclosures:

Annexe A lists some **examples** of behaviours and associated sanctions

Annexe A

Level	Behaviour Example	Sanction Examples	Trigger for Next Stage
1	<p>First instance in a term of missing/ late/ poor quality work;</p> <p>First few instances of low level disruption/ impoliteness /disregard for others</p> <p>Uniform infringements</p> <p>Use of Mobile Phone in corridors</p> <p>Public use of inappropriate language</p>	<p>Resubmit work to a tight deadline</p> <p>Warning of further sanction</p> <p>Supervised removal of make up/ nail varnish</p> <p>Recording of a 'concern'</p>	<p>3 late homework notifications or</p> <p>3 behavioural 'concerns' in a half term will trigger teacher/ tutor intervention</p> <p>5 of either of the above in a half term will lead to Level 2</p>
2	<p>Repeated poor quality/ missing / late work</p> <p>Repeated low level disruption/ impoliteness/ uniform infringements</p> <p>More serious rudeness or disruption</p> <p>Use of mobile phone in class without permission or for purposes that have not been sanctioned</p>	<p>Lunchtime detention</p> <p>Removal from the classroom for a period of time</p> <p>Green/ Amber Uniform/ Work/ Behaviour Report Card</p> <p>Withdrawal of privileges</p>	<p>Continued behaviour breaches, despite any Level 2 sanction would lead to Level 3</p>
3	<p>Missing an academic lesson without permission</p> <p>Escalation of any behaviour mentioned in Level 1 & 2</p> <p>Intentional unkindness</p> <p>Deliberate damage to school or others' property</p> <p>First offence of cheating/</p>	<p>After school detention with a member of SLT</p> <p>Withdrawal from a school event or trip</p> <p>Discussion with parents</p> <p>Agreement to a Behaviour Contract</p> <p>Red uniform/ behaviour/</p>	

	plagiarism	work report card	
4 / 5	Continuation of poor behaviour despite previous interventions Serious misconduct Involvement with bullying Any infringement listed in the previous section	Internal Suspension External Suspension Expulsion	

Malicious accusations against staff

In the event that an allegation by a pupil against a member of staff is shown to have been deliberately invented or malicious, the school would consider whether any disciplinary action is appropriate against the pupil who made it, or the police may be asked to consider whether any action might be appropriate.

Training and Support

The school, as required, will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole school INSET and specific planned/ tailored training.

When necessary, the school would recommend to parents access to appropriate specialist child and family support services (where available), including:

- Children and Young People's Services
- Health Services (including mental health CAMHS)
- Social Services
- Youth Counselling Agencies e.g. Child, Adolescent and Family Service

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Policy Reviewed by: Rebecca Kneen, Deputy Head Pastoral

Policy Reviewed: August 2023
Policy Reviewed by: May Lee, Head

Next Review due: August 2024