



PLYMOUTH COLLEGE

RESPECT AND RESPONSIBILITY POLICY

A Relational Framework for Learning and Growth

Last reviewed:	August 2026
Next review date:	August 2027
Responsibility:	Senior Deputy Head Head of Prep

At Plymouth College, respect and responsibility shape everyday life. The policy supports pupils to grow in self-discipline, empathy and integrity, guided by the Plymouth College Principles of Resilience, Respect, Integrity, Kindness, Aspiration and Service. It sets out a consistent approach that celebrates positive choices, addresses concerns fairly and helps pupils understand the impact of their actions on others. The school rejects the use of corporal punishment in all circumstances.

Behaviour is managed through calm, consistent practice, clear routines and proportionate responses that promote learning and reflection. Expectations remain high for every pupil, and individual needs are taken into account so that any reasonable adjustments are fair, understood and help each pupil contribute positively to our community. The policy applies across the whole College, with age-appropriate detail for Prep (EYFS to Year 6) and Senior (Year 7 to Sixth Form), ensuring a shared ethos from early years to Sixth Form.

PREP SCHOOL

RESPECT AND RESPONSIBILITY POLICY

This policy applies to Plymouth College (EYFS-Year 6)

RATIONALE AND AIMS

At Plymouth College, we believe that fostering **respect** and **responsibility** is central to creating a positive, supportive, and inclusive learning environment. Our approach goes beyond simply managing behaviour: we aim to develop self-regulation, empathy, integrity, and a sense of community among pupils. This policy supports pupils in achieving their academic potential and personal growth, guided by the **Plymouth College Principles - Resilience, Respect, Integrity, Kindness, Aspiration, and Service**.

We wish to promote a culture where pupils take ownership of their actions and understand the impact they have on others. The policy provides a clear and fair framework for recognising positive contributions, addressing misconduct, and supporting pupils through effective communication between staff, pupils, and parents.

Our approach is not solely about managing behaviour but about nurturing a supportive culture where pupils take ownership of their conduct and learning environment. We seek to create a purposeful, engaging, and inclusive atmosphere that promotes mutual respect and personal growth.

This policy provides a clear, consistent framework for rewarding positive behaviour, addressing misconduct fairly, and supporting pupils through coordinated communication involving staff, pupils, and parents.

At Plymouth College, high expectations and strong relationships go hand in hand. We operate a relational approach to behaviour, which means we prioritise connection before correction. We recognise that positive behavior flourishes when pupils feel safe, valued, and understood. When expectations are missed, our focus is on de-escalation, understanding the root cause, repairing harm, and restoring relationships - ensuring boundaries are maintained with warmth, consistency, and fairness.

Respect and Responsibility sit at the heart of our expectations for every pupil and every member of staff. Respect means valuing every person, effort and opportunity, showing **kindness** and **integrity**. Responsibility is owning our actions and showing **resilience** and **aspiration**. It also means recognising the value of each individual in the life of our community and giving back through our words, actions and commitment. Together they express **service** and **respect**, building trust, strengthening relationships and helping our whole community to thrive.

This policy (and our approach) is underpinned by relational principles.

Pillar	How it looks in practice
Connection before Correction	Staff seek to understand the pupil's state and context before applying a boundary or sanction.
High Support & High Challenge	Boundaries are clear, consistent, and firm, paired with strong pastoral support to help pupils meet them.
Restorative Repair	When things go wrong, the focus is on repairing harm to relationships and learning environments, not simply serving time.
Unconditional Positive Regard	A choice or behavior may be unacceptable, but the pupil remains a valued member of our community with a fresh start every day.

GLOSSARY OF ABBREVIATIONS

- **ISAMS** - The College's digital management system for recording behaviour, attendance, rewards, and sanctions.
- **CPOMS** - Safeguarding and pastoral tracking system used for logging child protection, behaviour, and wellbeing concerns.
- **SDH** - Senior Deputy Head
- **SLT** - Head and their Senior Leadership Team
- **PPD** - Personal and Professional Development lessons

N.B This policy is underpinned by other associated policies, (e.g. Use of Reasonable Force, Searching Pupils) available on request.

COLLECTIVE RESPONSIBILITY

At Plymouth College, promoting **respect** and **responsibility** is a collective effort shared by every member of the school community. All staff are expected to take proactive, consistent ownership of behaviour management within their roles. This includes promptly addressing issues themselves rather than passing problems upward unnecessarily.

Form Tutors are pivotal in this framework, serving as the primary pastoral contacts who monitor behaviour logs, provide guidance, and coordinate with the Head of Prep to deliver appropriate interventions. Pupils are equally expected to take responsibility for their conduct, demonstrating reflection and learning from their choices and consequences. This collective approach fosters a positive, safe, and inclusive learning environment for all.

RECORDING BEHAVIOUR, REWARDS, AND SANCTIONS

All behaviour-related incidents, rewards, sanctions, and concerns must be recorded on **ISAMS**. This ensures accurate tracking, facilitates communication between school and home (parents receive automated email notifications to their registered email), and supports data-informed interventions.

CPOMS is used in conjunction with ISAMS to log safeguarding-related incidents, serious behaviour concerns, and wellbeing issues.

Weekly reviews of points and comments are conducted by the Head of Prep and are reviewed at Prep Leadership meetings.

REWARDS SYSTEM

Pupils in **EYFS** are encouraged to embody the Plymouth College Principles through positive engagement, effort, integrity, and contribution.

We believe in a positive approach to supporting pupil behaviour and developing and encouraging a sense of self-worth. As such, the following system has been put in place to provide a set of guidelines for teachers and teaching assistants to follow.

- 1 - Children who make good choices will go on the rainbow displayed within the classroom. They will also get a sticker to wear home
- 2 - Reward time shall be awarded to those pupils who deserve increased recognition for their positive behaviour, or for regularly reaching the rainbow. Class teachers will follow this reward with an email home to share this positive news.
- 3 - Children deserving recognition can also see Head of Prep for praise

All children will start on the sunshine display and will move up to the rainbow when they make good choices. Wrong choices will lead to pupils moving down to the Rain Cloud.

Pupils in **Years 1 to 6** are encouraged to embody the Plymouth College Principles through positive engagement, effort, integrity, and contribution.

Types of Rewards

- **House Merit Points:** Awarded for behaviours demonstrating resilience, respect, integrity, kindness, aspiration, service, engagement, motivation, and independent learning.
- **Verbal and Written Praise:** Delivered by tutors, subject teachers, and Heads of Year.
- **Parental Communication:** Praise emails and letters to parents.
- **Head's Commendations:** For exceptional contributions.
- **Speech Day Prizes:** For sustained achievement.

House Merit Points

Merits are awarded on ISAMS and tracked towards badges:

- | | |
|---------------|------------|
| ● Bronze | 20 merits |
| ● Silver | 40 merits |
| ● Gold | 60 merits |
| ● Double Gold | 80 merits |
| ● Platinum | 100 merits |

Badges are awarded **half-termly in House Assemblies** before each holiday period.

The School Houses - **Palmers, Dales, Sargents, and Chaytors** - compete for the **Cup**, awarded to the house with the highest average merits per pupil each term.

RECORDING BEHAVIOUR AND COMMUNICATION WITH PARENTS

Behaviour incidents, warnings, and sanctions are recorded on **ISAMS** following communication either verbally or via email to parents, supplemented by **CPOMS** for safeguarding and pastoral concerns (when appropriate). This ensures:

- Accurate, transparent tracking of behaviour events, ranging from informal notes to serious sanctions.
- Prompt communication to parents and guardians.
- A comprehensive log supporting fair and consistent behaviour management.
- Parents are invited into school for a meeting with the form teacher.

Please note that whilst the escalation of sanctions will operate, any single incident of significant misconduct could lead to expulsion from the school (in line with the School's Exclusion policy).

Pupils should be given a verbal warning and reminder for the following:

- Interrupting or calling out
- Ignoring instructions
- Throwing items in a classroom
- Any low-level behaviour which disturbs or is likely to disturb the learning of others
- Making silly noises during lessons
- Failing to show respect for school staff, classmates and/or the classroom (including school and others' property)
- Demonstrating a deliberate lack of empathy for others in the classroom
- Running in parts of the school where walking is required for safety reasons
- Persistent talking in assembly
- Failing to wear uniform or sports kit correctly

Title	Points	Awarded by	Example (not an exhaustive list)
Behaviour - warning	1	Any member of staff	Pupils issued with a warning. Point awarded following verbal warning for unacceptable conduct. This includes repeated occurrence of incidents listed above and: • poor classwork • missing homework • inappropriate use of AI • inappropriate use of a device • breach of ICT Acceptable Use Policy
Behaviour - Lunchtime Detention	2	Any member of staff Detention to be conducted by the Head of Prep If necessary, Parents to be invited in for a meeting to discuss helpful strategies for improvement.	• Three behaviour warnings for the same incident • Persistent incidents of any Low-Level Behaviour Concerns with the same teacher • Rudeness to any member of staff (including answering back) • Inappropriate remarks to other pupils • Questioning the authority of the adult in charge • Breaches of specific classroom behaviours that could cause an accident e.g. Science, IT, DT, ART and Games • Inappropriate use of physical force when handling a social situation
Behaviour - After School Detention	3	Head of Prep Detention conducted by the Head of Prep. Parents to be invited in for a meeting to discuss helpful strategies for improvement.	Persistent occurrence of the above.
Suspension - 1 day external	7	Head of Prep Overseen by SLT. Parents to be invited in for a meeting to discuss helpful strategies for improvement.	Behaviour incident in school. Repeated, or more serious occurrence of the above.
Suspension - 2 day external	8	Head of Prep Overseen by SLT. Parents to be invited in for a meeting to discuss helpful strategies for improvement.	Behaviour incident in school. Repeated, or more serious occurrence of the above.

There is also the opportunity for points to be adjusted, as per below:

Title	Points	Awarded by	Example
Adjustment	Variable (adding or removing points)	Head of Prep	Reason explained in the text box on ISAMS in Reward and Conduct Manager.

Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate.

Prep School - Behaviour Points Escalation Table per academic year

Level	Response / Intervention	Led by	Parental Contact
Low concern	Tutor monitoring; informal warning or conversation; 0-point comments if needed. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Tutor	None required
Raised concern	Parents invited in for a discussion about what strategies would be helpful to improve the behaviour. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Tutor	Email home from tutor when pupil enters this point band.
Ongoing concern	Parents invited in for a review meeting about what strategies would be helpful to improve the behaviour and why some things are not working. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Tutor and Head of Prep (if necessary)	Follow-up phone call and email when a pupil enters this point band.
Formal escalation	Following an initial meeting and a review meeting with the tutor if no improvement then a meeting will be held with the tutor, Head of Prep and SENco (if necessary) Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Head of Prep	Email and phone call from Head of Prep when a pupil enters this point band.
Serious breach	Suspension considered; formal review. Attendance at social events, school trips and representing the school will be disallowed at the discretion of the Head of Prep. Chair of the Local Advisory Board informed. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Head of Prep	Joint meeting with the tutor, Head of Prep and Parents

Critical concern	Suspension likely; referral to the Head for decision and next steps. Chair of the Local Advisory Board consulted. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Head of Prep and Head	Formal meeting with Head. Formal letter from Head.
Crisis stage	Final warning or permanent exclusion considered. Chair of the Local Advisory Board informed of the decision. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Head	Final meeting with Head and family. Formal letter from the Head.

The behaviour escalation scale is designed to identify when a pupil's conduct has reached a critical stage. This can happen in different ways depending on the nature of the incidents. For example, a pupil may move steadily up the scale through repeated low-level concerns such as homework non-completion or minor classroom disruptions. In contrast, a single serious incident such as aggression, bullying, or a safeguarding concern may cause an immediate escalation to the higher end of the scale.

At each stage of escalation, staff will review the underlying reasons, ensuring the process is clearly explained and discussed with the pupil, school staff, and parents. The system is intended to differentiate between persistent, lower-level concerns and isolated but serious breaches of behaviour expectations. While both may result in reaching the most serious level of intervention, the responses applied will be proportionate to the severity and context of the behaviour. Professional discretion remains vital in considering individual circumstances.

Reaching the final stage of the escalation scale will lead the Head to consider the most serious consequences, which may include a final warning or permanent exclusion, in line with the school's exclusion policy.

The escalation record applies across an academic year and resets at the start of the next. In exceptional circumstances, a pupil's position on the scale may be carried forward in proportion to the concerns previously recorded. Any such decision will be discussed in advance with the pupil and parents.

DETENTIONS

Detentions at Plymouth College are a structured, restorative consequence designed to:

- Promote self-reflection and accountability
- Support academic re-engagement

- Reinforce the Plymouth College Principles (e.g. Respect, Integrity, Resilience)

Expectations During Detention:

- Pupils must arrive on time, maintain a calm and respectful environment, and engage meaningfully with their reflection guidance. Reflections focus on understanding the impact of choices, repairing harm, and planning positive strategies for the future.
- The Head of Prep will log the detention on ISAMS and ensure tasks are clear.

Detention Task Categories:

1. Behaviour Reflection:

- Reflection Essay (e.g., “Why Respect Matters”)
- Restorative Letter to affected staff or peers

2. Restorative conversation:

Between teacher and pupil **must happen**. This conversation should happen during the detention. If this is not possible, the teacher should find a mutually convenient time.

3. Pupils reflection: using questions like:

- What happened?
- What impact did it have?
- What will I do differently?

BEHAVIOUR MEETINGS WITH PARENTS

Form to be used for behaviour meetings with parents.

Name	
Yr:	
Date:	
Staff:	
Reason for plan:	

Behaviour to be addressed	Agreed strategies	Actions needed by staff/parents	Actions needed by pupil	Review date 1	Review date 2

SEARCHING AND REASONABLE FORCE

The School complies with statutory guidance regarding searches, screening, and reasonable force:

- Staff may search pupils or their possessions if there is reasonable suspicion of prohibited items.
- Use of reasonable force is permitted to prevent harm or maintain safety but must be proportionate and recorded.
- All such incidents are logged on ISAMS/CPOMS and reported to the Head of Prep/SDH.
- Parents are informed as appropriate.

SUPPORT FOR PUPILS

The School provides internal and external support for pupils facing behavioural challenges:

- Access to Counsellor, Educational Psychologist, and external agencies (e.g., CAMHS).
- Restorative justice approaches used where appropriate to facilitate reflection and resolution.
- Adjustments made in line with SEND policy and Equality Act 2010 obligations.

TRANSITION

- Behaviour and safeguarding information is requested from previous schools and shared with new schools on transfer.

MALICIOUS ACCUSATIONS

Any pupil found to have made malicious accusations against staff will be subject to formal investigation. Parents will be involved and the SDH leads this process.

Together, these frameworks inform a balanced approach combining clear expectations, consistent consequences, positive reinforcement, and supportive interventions. In the secondary school setting, this approach recognises the importance of guiding pupils through adolescence with firm boundaries and meaningful support. While pupils are held accountable for their actions, they are also offered the guidance and tools needed to make positive choices and learn from mistakes. By understanding the impact of their behaviour and the consequences that follow, pupils are better prepared for the responsibilities of adult life beyond school. Ultimately, the policy supports the development of respectful, responsible young people who are equipped to thrive in both learning environments and the wider world.

SENIOR SCHOOL

RESPECT AND RESPONSIBILITY POLICY

A Relational Framework for Learning and Growth

This policy applies to Plymouth College (Year 7 to Sixth Form)

RATIONALE AND AIMS

At Plymouth College, we believe that fostering **respect** and **responsibility** is central to creating a positive, supportive, and inclusive learning environment. Our approach goes beyond simply managing behaviour: we aim to develop self-regulation, empathy, integrity, and a sense of community among pupils. This policy supports pupils in achieving their academic potential and personal growth, guided by the **Plymouth College Principles - Resilience, Respect, Integrity, Kindness, Aspiration, and Service**.

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Restorative Repair	When things go wrong, the focus is on repairing harm to relationships and learning environments, not simply serving time.
Unconditional Positive Regard	A choice or behavior may be unacceptable, but the pupil remains a valued member of our community with a fresh start every day.

GLOSSARY OF ABBREVIATIONS

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- **CPOMS** - Safeguarding and pastoral tracking system used for logging child protection, behaviour, and wellbeing concerns.
- **SDH** - Senior Deputy Head
- **HoY** - Head of Year
- **HoD** - Head of Department
- **DHoY** - Deputy Head of Year
- **SLT** - Head and their Senior Leadership Team
- **PPD** - Personal and Professional Development lessons

N.B This policy is underpinned by other associated policies, (e.g. Use of Reasonable Force, Searching Pupils) available on request.

COLLECTIVE RESPONSIBILITY

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Form Tutors are pivotal in this framework, serving as the primary pastoral contacts who monitor behaviour logs, provide guidance, and coordinate with Heads of Year and the Senior Deputy Head to deliver appropriate interventions. Pupils are equally expected to take responsibility for their conduct, demonstrating reflection and learning from their choices and consequences. This collective approach fosters a positive, safe, and inclusive learning environment for all.

RECORDING BEHAVIOUR, REWARDS, AND SANCTIONS

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CPOMS is used in conjunction with ISAMS to log safeguarding-related incidents, serious behaviour concerns, and wellbeing issues.

Weekly reviews of points and comments are conducted by Heads of Year and Deputy Heads of Year in partnership with the SDH. Behaviour summaries are shared with Heads of Department to support classroom management and targeted support.

REWARDS SYSTEM

Pupils in **Years 7 to Upper Sixth** are encouraged to embody the Plymouth College Principles through positive engagement, effort, integrity, and contribution.

Types of Rewards

- **House Merit Points:** Awarded for behaviours demonstrating resilience, respect, integrity, kindness, aspiration, service, engagement, motivation, and independent learning.
- **Verbal and Written Praise:** Delivered by tutors, subject teachers, and Heads of Year.
- **Parental Communication:** Praise emails and letters to parents.
- **Head's Commendations:** For exceptional contributions.
- **School Colours:** Termly awards recognising co-curricular excellence.
- **Speech Day Prizes:** For sustained achievement.

House Merit Points

Merits are awarded on ISAMS and tracked towards badges:

- Bronze 20 merits
- Silver 40 merits
- Gold 60 merits
- Double Gold 80 merits
- Platinum 100 merits

Badges are awarded **half-termly in House Assemblies** before each holiday period. The **top three pupils in each year group** are recognised in the **end-of-term assembly**.

The School Houses - **Palmers, Dales, Sargents, and Chaytors** - compete for the **Nelson Cup**, awarded to the house with the highest average merits per pupil each term. These results contribute to the overall **Forsyth Cup**.

School Colours

School Colours are awarded termly to recognise sustained excellence and commitment across co-curricular activities including sports, the performing arts and outdoor education. This process is overseen by the Deputy Head (Co-Curricular and Operations) in liaison with relevant colleagues.

RECORDING AND COMMUNICATION

All behaviour incidents, rewards, warnings, and sanctions are recorded on **ISAMS**, supplemented by **CPOMS** for safeguarding and pastoral concerns (when appropriate). This ensures:

- Accurate, transparent tracking of behaviour events, ranging from informal notes to serious sanctions.
- Prompt communication to parents and guardians via the email addresses registered on ISAMS.
- A comprehensive log supporting fair and consistent behaviour management.

Heads of Year, their Deputies, and the Senior Deputy Head review behaviour records weekly to identify patterns and coordinate support. Behaviour summaries are shared with Heads of Department to enhance academic subject-level management.

SANCTIONS FRAMEWORK

Behaviour incidents are classified and awarded points on ISAMS with corresponding sanctions.

In ISAMS - Reward And Conduct Manager, staff complete the text box when making the entry to explain the reason for the award. The first line of the text box should provide the reason. This is communicated directly to parents/carers. For detentions, the time, date and person conducting the detention, plus the venue for this will be confirmed. This serves as notice to parents/guardians.

For example:

Behaviour - Lunchtime detention - 2 points

Plagiarism

Pupil has repeatedly submitted someone else's work as their homework.

Detention: Room A with Mr Teacher at 1300 on Monday 20th September 2025.

These points are awarded on the basis of the professional discretion of staff. The table below should act as a guide.

Please note that whilst the escalation of sanctions will operate, any single incident of significant misconduct could lead to expulsion from the school (in line with the School's Exclusion policy).

Title	Points	Awarded by	Example (not an exhaustive list)
Behaviour	1	Any member of staff	Pupils issued with a verbal warning. If repeated, point awarded following verbal warning for unacceptable conduct. This includes • lack of equipment • poor classwork • missing homework • plagiarism • inappropriate use of AI • inappropriate use of a device • breach of ICT Acceptable Use Policy
Behaviour - Lunchtime Detention	2	Any member of staff Detention to be conducted by the member of staff awarding the detention (with HOD/HOY support).	Repeated occurrence of the above.
Behaviour - After School Detention	3	DHOY, HOY, HOD, SDH Detention conducted by SDH.	Persistent occurrence of the above.
Boarding	1	Senior Boarding Staff, SDH	Behaviour incident in the boarding house.

Incorrect Uniform	1	Any member of staff	Contravention of the Uniform Policy.
Late	1	Any member of staff	Late to lesson/activity without valid reason.
Parked - After School Detention	3	Any member of staff Detention conducted by SDH.	Removed from lesson for disruption.
Truancy - After School Detention	4	DHOY, HOY, HOD, SDH Detention conducted by SDH.	Truant from any timetabled activity.
Significant Behaviour Incident - After School Detention	4	DHOY, HOY, HOD, SDH Overseen by SDH	Significant behaviour incident in school and/or boarding. This may result in suspension from boarding overnight (for boarders). This level of award of points could be for the possession of alcohol, drugs, tobacco or any banned substance; assault or physical violence; bullying or peer-on-peer abuse; possession/use of weapons; serious breaches of safeguarding or sexual misconduct; theft or vandalism and persistent disruption
Suspension - 1 day internal	5	SDH Overseen by DHOY/SDH.	Behaviour incident in school and/or boarding, which is likely to be a repeat of the above. This level of award of points could be for the possession of alcohol, drugs, tobacco or any banned substance; assault or physical violence; bullying or peer-on-peer abuse; possession/use of weapons; serious breaches of safeguarding or sexual misconduct; theft or vandalism and persistent disruption
Suspension - 2 day internal	6	SDH Overseen by HOY/SDH.	Behaviour incident in school and/or boarding. Repeated, or more serious occurrence of the above.
Suspension - 1 day external	7	SDH Overseen by HOY/SDH.	Behaviour incident in school and/or boarding. Repeated, or more serious occurrence of the above.

Suspension - 2 day external	8	SDH Overseen by HOY/SDH.	Behaviour incident in school and/or boarding. Repeated, or more serious occurrence of the above.
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There is also the opportunity for points to be adjusted, as per below:

Title	Points	Awarded by	Example
Adjustment	Variable (adding or removing points)	HOY (signed off by SDH)	Reason explained in the text box on ISAMS in Reward and Conduct Manager.

Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate.

Senior School - Behaviour Points Escalation Table (0–60 Points) per academic year

Points Range	Level	Response / Intervention	Led by	Parental Contact
0–5	Low concern	Tutor monitoring; informal warning or conversation; 0-point comments if needed. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Tutor	None required
6–10	Raised concern	Tutor follow-up; tutor report or behaviour check-in; tracking pattern begins. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Tutor	Email home from tutor when pupil enters this point band.
11–15	Emerging pattern	Referred to Deputy Head of Year; mentoring or support conversation. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Deputy Head of Year	Phone call home from Deputy Head of Year. Follow up email. Actions occur when a pupil enters this point band.
16–20	Ongoing concern	Deputy Head of Year report; further mentoring and support conversation. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Deputy Head of Year	Follow-up phone call and email when a pupil enters this point band.
21–25	Formal escalation	Head of Year weekly meeting; structured reflection; targeted pastoral intervention; behaviour contract considered. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Head of Year	Email and phone call from Head of Year when a pupil enters this point band.

26–30	Persistent concern	Meeting with parents; behaviour contract issued and Senior Deputy Head informed. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Head of Year	Formal meeting with the Head of Year. Formal letter from Head of Year.
31–40	Serious breach	Internal exclusion or suspension considered; formal review. Attendance at social events, school trips and representing the school will be disallowed at the discretion of the Head of Year/Senior Deputy Head. Chair of the Local Advisory Board informed. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Head of Year and Senior Deputy Head	Joint meeting with the Head of Year and SDH. Formal letter from Senior Deputy Head.
41–50	Critical concern	Suspension likely; referral to the Head for decision and next steps. Chair of the Local Advisory Board consulted. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Senior Deputy Head and Head	Formal meeting with Head. Formal letter from Head.
51–60	Crisis stage	Final warning or permanent exclusion considered. Chair of the Local Advisory Board informed of the decision. Sanctions must be fair, proportionate, and consider individual circumstances, including SEND and vulnerability in line with the Equality Act 2010. Sanctions can be made bespoke where appropriate so their effect is felt and understood.	Head	Final meeting with Head and family. Formal letter from the Head.

The maximum of 60 behaviour points represents a critical stage in the system. It is important to note that reaching 60 points can occur in different ways depending on the nature of the incidents. For example, a pupil may accumulate 60 points gradually through repeated low-level issues such as homework non-completion or minor disruptions. In contrast, a single serious incident - such as aggression, bullying, or a safeguarding concern - may result in an immediate allocation of high points, rapidly bringing a pupil to the 60-point threshold. There will be close scrutiny of the accumulation of points and the reasons given throughout the escalation process, which will be discussed at the various stages with the pupil, school staff and parents.

The system is designed to differentiate between persistent lower-level concerns and isolated serious breaches of behaviour expectations. While both scenarios lead to the same critical outcome, the interventions and consequences applied will be appropriate to the severity and context of the behaviour. Professional discretion is important when considering the individual

circumstances. At 60 points, the Head will consider final warnings or permanent exclusion in line with the school's exclusion policy.

N.B. Points remain active for the period of an academic year, when they reset. In exceptional circumstances, points may be proportionately carried forward to the next academic year. This will be discussed in advance with the pupil and parents. This is at the discretion of the relevant Head of Year, in consultation with the Senior Deputy Head. This typically means that pupils with more than 30 behaviour points will retain 50% of their total. Pupils with between 10 and 30 behaviour points will retain 33%. Pupils with fewer than 10 behaviour points will not have any points carried forward.

For Sixth Form pupils, our approach to Respect and Responsibility (R&R) is designed to support their transition into adulthood and prepare them for life beyond school, including entry into the wider working world. We recognise Sixth Form students as young adults and therefore seek to manage issues of behaviour and conduct through dialogue, mutual respect, and accountability.

Before the formal R&R procedures are applied, teachers will ordinarily engage pupils in constructive, adult conversations regarding their behaviour, whether related to academic performance, attitude, or conduct within the school community. This approach aims to encourage reflection and personal growth, allowing pupils the opportunity to take responsibility for their actions without immediate recourse to formal sanctions or points.

Where behaviours persist despite these discussions, further meetings may take place involving the pupil, their parents or guardians, and relevant staff. All such conversations should be appropriately recorded, ideally via email, and shared with the relevant Head of Department, Form Tutor, or the Head of Sixth Form.

In cases of serious or significant misconduct (such as incidents involving shoplifting, vandalism, vaping, or academic malpractice (including the misuse of artificial intelligence), the R&R policy will be implemented immediately. These cases will also include educational discussions to ensure pupils understand the implications of their actions and can learn from the experience.

With regard to rewards, our aim is to recognise Sixth Form pupils who consistently demonstrate our school's values, culture, and vision. While students remain eligible for merit points, greater emphasis is placed on intrinsic motivation and positive contribution to the school community. Pupils who exemplify these qualities may be recognised through roles and honours such as Senior Prefect, Sixth Form Committee Member, Head of School, Pupil of the Week etc.

DETENTIONS

Detentions at Plymouth College are a structured, restorative consequence designed to:

- Promote self-reflection and accountability
- Support academic re-engagement
- Reinforce the Plymouth College Principles (e.g. Respect, Integrity, Resilience)

Expectations During Detention:

- Pupils must arrive on time, maintain a calm and respectful environment, and engage meaningfully with their reflection guidance. Reflections focus on understanding the impact of choices, repairing harm, and planning positive strategies for the future.
- Phones and personal devices must be turned off unless authorised.
- Supervising staff must log the detention on ISAMS and ensure tasks are clear.

Detention Task Categories:

1. Behaviour Reflection:

- Reflection Essay (e.g., “Why Respect Matters”)
- Restorative Letter to affected staff or peers

2. Academic Re-Engagement:

- Completion of missed homework or classwork
- Error correction + learning review

3. Learning Skills Development:

- Time Management and Focus Review
- Growth Mindset Rewriting
- Concentration Strategy Planning

Follow-Up:

- Repeat detentions trigger pastoral escalation.
- All tasks and reflections should be stored or submitted to tutors for review.

Guidance:

- Detentions must be logged on ISAMS and parents notified via the registered email. Lunchtime detentions are conducted by the member of staff awarding the detention. After School detentions are conducted by a senior member of staff.
- Detentions take priority over clubs or activities unless negotiated. Negotiation will be in exceptional circumstances. After school detentions should ideally be conducted on the day of the detention being set, but should be conducted by the end of the next working day.
- Pupils must attend and failure to do so results in further sanctions, with the SDH notified.
- Detentions provide opportunities to complete outstanding work or reflect on conduct.
- Lunchtime detentions may be conducted in the dining hall, with a maximum of three pupils per day. This will be in the form of community service.
- All after school detentions require at least two staff to be involved in decision-making and authorisation.

PARKING SYSTEM

The Parking System is a classroom management tool to address persistent disruption while maintaining lesson flow. It uses a **2-strike model** with built-in **restorative follow-up**.

Process:

1. **Strike 1:** Discreet Verbal Warning or quiet visual prompt (e.g. name on board).
2. **Strike 2:** Removal from lesson - pupil is “parked” in the Hub. The pupil transitions to the Hub for a brief **de-escalation and reset** period. The priority in the Hub is co-regulation and identifying any immediate barriers to learning. Once regulated, the pupil completes a restorative reflection to prepare for returning to class.

Staff Responsibilities:

- Email parked@plymouthcollege.com immediately with name, time, and reason.
- Log the incident on ISAMS.
- Assign an **after-school detention** and ensure the pupil completes a **Reflective Log**. This detention should (where possible) take place on the day of being parked with the notification email serving as notice to parents and guardians.
- These detentions will be supervised by the SDH and HOY team.

Restorative Follow-Up:

- A **restorative conversation** between teacher and pupil **must happen** before their next lesson together. This conversation should happen during the detention. If this is not possible, the teacher should find a mutually convenient time.
- Pupils reflect using questions like:
 - What happened?
 - What impact did it have?
 - What will I do differently?

Escalation:

- 3 parking incidents per half term = internal suspension or behaviour plan review.
- Parents/Boarding Staff informed for repeated or serious cases.

SEARCHING AND REASONABLE FORCE

The School complies with statutory guidance regarding searches, screening, and reasonable force:

- Staff may search pupils or their possessions if there is reasonable suspicion of prohibited items.
- Use of reasonable force is permitted to prevent harm or maintain safety but must be proportionate and recorded.
- All such incidents are logged on ISAMS/CPOMS (as appropriate) and reported to the SDH.
- Parents are informed as appropriate.

SUPPORT FOR PUPILS

The School provides internal and external support for pupils facing behavioural challenges:

- Access to Counsellor, Educational Psychologist, and external agencies (e.g., CAMHS).
- Restorative justice approaches used where appropriate to facilitate reflection and resolution.
- Adjustments made in line with SEND policy and Equality Act 2010 obligations.

TRANSITION

- Behaviour and safeguarding information is requested from previous schools and shared with new schools on transfer.

MALICIOUS ACCUSATIONS

Any pupil found to have made malicious accusations against staff will be subject to formal investigation. Parents will be involved and the SDH leads this process.

Together, these frameworks inform a balanced approach combining clear expectations, consistent consequences, positive reinforcement, and supportive interventions. In the secondary school setting, this approach recognises the importance of guiding pupils through adolescence with firm boundaries and meaningful support. While pupils are held accountable for their actions, they are also offered the guidance and tools needed to make positive choices and learn from mistakes. By understanding the impact of their behaviour and the consequences that follow, pupils are better prepared for the responsibilities of adult life beyond school. Ultimately, the policy supports the development of respectful, responsible young people who are equipped to thrive in both learning environments and the wider world.

*Plymouth College is part of the Galaxy Global Education Group. The College is managed by the Schools Management Board of the Galaxy Global Education Group (*which is responsible for Group Governance and Local Advisory Board Liaison, Co-ordinating Learning Initiatives & Setting Group KPIs, Regulatory Compliance, Safeguarding Oversight & pupil Voice*). The Local Advisory Board (LAB) is an advisory sub-committee of the Galaxy Global Education Group Schools Management Board, providing local insight, support, and challenge to the school's leadership in regards to educational standards and school improvement, safeguarding and welfare, community and stakeholder engagement, compliance and reporting. The Chair of the LAB is appointed by the Chair of the Schools Management Board and the LAB is composed of 3-4 local members appointed by the Chair of the Schools Management Board (with whom formal governance authority rests) and approved by the Board of Directors of the Galaxy Global Education Group.