



BEHAVIOUR MANAGEMENT POLICY

Last reviewed:	August 2024
Next review date:	August 2025
Responsibility:	Senior Deputy Head Head of Prep
Governance:	Education Committee

RATIONALE & AIMS

1. At Plymouth College, expectations in terms of pupil behaviour and discipline are high. The intention of this policy is to help enable all pupils to develop themselves fully, both academically and personally so that they may live full, happy and responsible lives.
2. Plymouth College promotes a positive learning environment that is collaborative, engaging and purposeful.
3. The Plymouth College Principles are integral to our daily life and provide an approach to studying, interaction with others and life beyond Plymouth College.
4. Plymouth College aims to promote an atmosphere of mutual respect, tolerance and responsible behaviour where good self-discipline is the norm.
5. Plymouth College promotes equality, diversity and inclusivity within its community.
6. Plymouth College seeks to reward and recognise positive contributions in all respects of pupil life. This policy outlines a comprehensive system to reward and praise pupil success and efforts
7. Plymouth College provides a well-structured behavioural framework which allows staff to award and record appropriate sanctions and rewards.
8. Plymouth College seeks to work with pupils, staff and parents to resolve behavioural and disciplinary conflicts in a way which supports the school's aims.
9. This policy outlines a comprehensive system to fully investigate, follow-up and resolve pupil misdemeanours.
10. This policy exists in part to ensure the safety and emotional well-being of all pupils and also to promote full attendance.

THE PASTORAL STRUCTURE

1. Pastoral staffing has a clearly defined hierarchy giving clear pathways for sanctions and support. It is important that this structure is adhered to whenever possible and that all actions are properly communicated to the relevant staff and to parents as appropriate
2. The behaviour management system will be a clear framework for pupils and staff to work with giving clear and fair progression routes. (Appendix A & B).
3. Using working parties, a Classroom Code of Conduct has been developed and published. (Appendix E). This gives clear expectations in terms of behaviour and is displayed in classrooms and Staff Handbook.
4. The school pays due regard to the DfE document 'Behaviour in Schools (2022).

[Behaviour in schools guidance](#)

5. Additional support is provided for pupils from external agents, such as Educational Psychologists, CAMHS and Counselling services.
6. Appropriate liaison is maintained with parents regarding all significant behavioural issues.
7. Bullying is taken very seriously and a separate anti-bullying policy covers this area and a log of all Bullying incidents are kept.
8. A log of all serious sanctions are kept and patterns scrutinised.

THE REWARDS SYSTEM

PROMOTING POSITIVE BEHAVIOUR

It is important to balance discipline with recognition of excellent behaviour and personal improvement. The aim of the Rewards system is to emphasise and encourage positive behaviour and attitudes both in and out of the classroom. This works in conjunction with the Plymouth College Principles

Types of Rewards

1. House Merit Points are awarded to all year groups (see below for further info)
2. Class teachers, form tutors & HoY's write emails to parents of pupils deserving praise on a fortnightly basis as an outcome of their Year group team meetings.
3. HOD's and HOY's give informal verbal praise to pupils as a result of departmental of year group meetings.
4. Departments are encouraged to send home letters of commendation / emails / postcards to pupils who make good progress, show consistent promise or make a special effort. Some departments have the policy of naming and rewarding a "pupil of the month"
5. Head's Commendations are given for exceptional work or an outstanding contribution within our community. If a member of staff thinks that a pupil has been particularly worthy of praise for producing exceptionally good work, making an outstanding effort or an extra special contribution to the school in any other way, they can ask for a letter of commendation to be sent home from the Head.
6. School Colours are awarded once a term in whole school assemblies (see below for further info)
7. Senior School Major Games Colours are awarded to those members of the school that significantly contribute to senior sport in the 1st teams. 30 appearances for boys are required and 25 for girls to receive this honour. Boys receive a tie and girls receive a scarf.
8. Speech Day prizes are awarded for effort and attainment throughout the academic year. (Framed certificates and Cups).
9. Plymouth College also has an international sporting honours board dating back to 2000.

House Merit Points

The aim of the system is twofold. Firstly, to reward pupils that validate and promote the nine Plymouth College Principles. Secondly to reward pupils that strive for high standards of academic achievement as outlined and categorised in our reporting system.

Staff must ensure that they give praise where due and award a House Merit through ISAMS (Reward & Conduct Manager).

House Merit Points will be cumulative throughout the year. Badges will be awarded at these milestones:

Bronze = 20 merits

Silver = 40 merits

Gold = 60 merits,

Double Gold = 80 merits

Platinum = 100 merits.

Administrative staff will keep a rolling tally of the merits and pupils will be awarded Merit Milestone Achievement badges in assemblies. Pupils' individual points will continue to increase so that they can further progress through Achievement badges and continue to compete for the termly top three. The 3 pupils with the most merit points in each year group will be rewarded each term.

The merits count towards a termly House Cup which will give house points towards the overall “**House**” Cup for the year-long house competition. At the end of each term the winning House will be awarded the cup; points being calculated on an average per pupil in each house. As this will not be a rolling, cumulative system, the tally will be set back to zero at the start of each term for this Cup.

House merit points awarded are categorised according to the **six Plymouth College Principles and the three Learning Grades** which feature in the Colleges reporting system. These criteria are displayed on posters in all classrooms.

RESILIENCE	RESPECT
INTEGRITY	KINDNESS
ASPIRATION	SERVICE

- Engagement and Participation**
- Motivation and Mindset**
- Independent Learning and Homework**
- Prep School - Conceptual Understanding**
- Prep School - Retrieval**
- Prep School - Subject Knowledge**

House Merit Points may be awarded for any aspect of College life including - excellent pieces of work, contribution in class, sustained effort over several weeks, general good citizenship or community spirit, boarding and committed extra-curricular involvement.

Judgements of quality of work and effort should be relative to the standard expected of each pupil.

When awarding a merit point, please select an appropriate category.

Generally, only a single merit would be given for each recognition of achievement - if the achievement is worthy enough a second could be given.

Teachers should award merits across all year groups and in proportion to their contact time.

Staff should aim to award at least 10% of their pupils with merits every week, however, merits should be given sparingly enough in order to stress their value.

Staff, Parents and Pupils can all have access to their merit tallies via the ISAMS Apps where applicable. This promotes transparency and fairness and allows the pupils to target set.

School Colours

Recognising contribution and achievement is central to the ethos of Plymouth College.

- Colours are awarded once a term in whole school assemblies. Pupils' contributions are celebrated publicly in front of their peers and staff.
- **Prep Colours** reward pupils in Year 6, exceptionally in Year 5. These pupils receive a badge to wear on their blazers.
- **Junior Colours** reward pupils in Years 9 & 10. These pupils receive a badge to wear on their blazers
- **Half and Full Colours** reward pupils in Year 11 & the 6th Form (It is rare for a pupil to be awarded Full Colours without first being awarded Half Colours). Boys receive ties and girls receive ribbons.

Process

Nominations for School Colours are invited from all staff via email. A short list is created by the Head of each Year / Head of Prep and those with direct involvement with sports and extra-curricular activities are invited to join the Head of Year / Head of Prep meeting a week before awarding colours to ratify selection. The following staff members are invited;

- Prep staff where relevant
- Heads of Sports, Music & Drama
- Heads of CCF
- Heads of other Friday enrichment activities
- Head of Outdoor Education (DofE, Ten Tors, 3 Peaks)
- Heads of Year (academic and E-praise info)

The Colours Meeting

The list of staff above are expected to attend the Colours Meeting during HoY's meetings, which is chaired by the Deputy Head Co-Curricular / Head of Prep. Meetings are formalised into the school diary and take place two weeks before the end of each term, hence three meetings a year to allow three sets of appointments

Criteria for Full Colours / Half Colours / Junior Colours / Prep Colours

The focus is on achieving excellence in multiple areas.

- Excellent personal academic achievement (not limited to high attainment)
- Role-model standards of behaviour and conduct – i.e. an excellent ambassador for PC (hence Behaviour Points would be considered)
- Outstanding achievement in a high-performance sport
- Excellence in at least two school sports
- Regular committed participation in three school sports
- Full and active participation in multiple House events

- Involvement with activities that lead directly to a personal qualification e.g. DofE
- Exemplary commitment and conduct at CCF.
- Full commitment to Ten Tors and or 3 peaks training and the event.
- Excellence and commitment shown to Drama and school productions
- Excellence and commitment shown to School Music groups and public performances
- An extremely positive presence within the boarding
- Exceptional contribution to voluntary or charitable work
- Outstanding Leadership

EYFS/KS1 Reward System

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 - Extra break 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

THE DISCIPLINARY SYSTEM

A clear framework of sanctions is known to the pupils, staff and parents and these are applied with common sense and care according to the incident and the age of the pupil. This system applies to all pupils in Years 3-13. It would be unusual for children in Year 2 and below to receive behaviour points although the recording facility is available if necessary. Comments are logged on ISAMS.

Behaviour Tracking (ISAMS)

- All Positive & Negative behaviour POINTS & COMMENTS must be accurately recorded using the Behaviour Management systems on ISAMS. Examples of appropriate sanctions can be found in Appendix F.
- Form tutors or class teachers should monitor the ISAMS profiles regularly to review the behaviour of their tutees.
- Form tutors, class teachers, HoY, the SDH and Head of Prep can be alerted to problems using ISAMS “notifications” and direct emails.
- Regular reports of all entries are accessible for review and tutors or teachers can also access reports through the ISAMS system.
- Staff can request for their ISAMS Homepage to be set up to allow easy access.
- Red triangles are only to be used by admin & medical staff.

The ISAMS Behaviour points system.

OBJECTIVES TO STAFF & PUPILS

1. To have one system that effectively deals with behavioural issues, persistent offenders and long term discipline problems.
2. To have a clear framework of actions to deal with all levels of discipline that staff feel are effective and meaningful.
3. To have a system that allows staff to work positively with pupils that require support and intervention.
4. To have a system that is robust when put before parents in a discipline meeting.
5. To have a discipline system that is transparent, understandable and fair.
6. The tutor and HoY will arbitrate on the fairness of points alongside the SDH and Head of Prep when necessary.
7. Extremely serious offences, examples of which could include the following; bullying, violence, e-Safety breeches, use of drugs or alcohol, theft will be dealt with at the discretion of the Head, Head of Prep or SDH.

Prep School: The 60-point system has 5 clear stages of escalation.

Stage	Points	Monitored by	Action
Stage 0	0-14	Class teacher / form tutor	<ul style="list-style-type: none"> Pupil monitoring by class teacher / form tutor
Stage 1	15-29	Class teacher / form tutor	<ul style="list-style-type: none"> Class teacher / form tutor to meet with the pupil (& parents are offered to come in). The class teacher / form tutor contacts parents with an informal written warning (copy to school file & Head of Prep)
Stage 2	30-44	Class teacher / form tutor Head of Prep	<ul style="list-style-type: none"> Head of Prep to meet with Parents & Pupil 1st official warning letter sent to parents from the Head of Prep following the meeting (copy to school file, class teacher / form tutor)
Stage 3	45 - 52	Class teacher / form tutor Head of Prep	<ul style="list-style-type: none"> Head of Prep to meet with Parents & Pupil 2nd official warning letter sent to parents from the Head of Prep following the meeting (copy to school file, class teacher / form tutor)
Stage 4	53 - 59	Class teacher / form tutor Head of Prep Head	<ul style="list-style-type: none"> Head of Prep and either Head or SDH to meet with Parents & Pupil 3rd and final official warning letter sent to parents from the Head of Prep following the meeting (copy to school file, class teacher / form tutor) Possible suspension.
Stage 5	60 +		<ul style="list-style-type: none"> The Pupil will be Permanently Excluded. There is no internal appeal system (Governor appeal only)

Senior School: The 60-point system has 5 clear stages of escalation.

Stage	Points	Monitored by	Action
Stage 0	0-14	Tutor	<ul style="list-style-type: none"> Pupil monitoring by Tutor & HoY
Stage 1	15-29	Tutor HoY	<ul style="list-style-type: none"> Tutor & HoY meet with pupil (& parents offered to come in) The Tutor contacts parents with an informal written warning (copy to school file, HoY & SDH)
Stage 2	30-44	Tutor HoY SDH	<ul style="list-style-type: none"> 1st official warning letter sent to parents from the HOY (copy to school file, Tutor & SDH) HoY to meet with Parents & Pupil At 30 points pupils must hand their phone in every day.
Stage 3	45 - 52	Tutor HoY SDH	<ul style="list-style-type: none"> 2nd official warning letter sent to parents from the SDH (copy to school file & HoY & Tutor) SDH & HoY to meet with Parents & Pupil.
Stage 4	53 - 59	Tutor HoY SDH Head	<ul style="list-style-type: none"> 3rd official warning letter sent to parents from the Head (copy to school file, SDH & HoY & Tutor) Head & SDH to meet with Parents & Pupil. Possible suspension.
Stage 5	60 +		<ul style="list-style-type: none"> The Pupil will be Permanently Excluded. There is no internal appeal system (Governor appeal only)

THE 'CARROT'

It is very important that pupils have the opportunity to reduce their points by sustained good behaviour.

Once above 30 points:

- 1 point will be removed from a pupil's tally, for every week of exemplary behaviour with no points
- 10 points can be removed following a whole half-term of exemplary behaviour with no points
- 20 points for an entire term of exemplary behaviour with no points

These can be recorded on ISAMS by the Head of Year or Class Teacher / Form Tutor

FURTHER CONSEQUENCE AND SIGNIFICANCE TO PUPILS

There are four further implications that are applicable to pupils on the system:

1. A pupil may be banned from all optional **school trips and activities**
2. A pupil may be barred from **entering the Sixth Form** after GCSEs or **the Senior School** after Year 6 if they still have significant points on their record at the end of that year.
3. A pupil may not be allowed a **position of responsibility** such as prefects.
4. If a pupil accrues over 30 points in an academic year whilst holding a scholarship, the school has the right to reduce or completely **remove this scholarship**.
5. If a pupil finishes the year on more than 30 points, that pupil might start the next year on a set number of points determined by the SDH / HOY and the Head of Prep for pupils in Year 3-6.

EYFS/KS1 Sanctions

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.

1) Raincloud - time out (age appropriate length, 5 mins max). The focus will always be on supporting the pupil in order that they can move back up to the sunshine as a result of making better choices. If a pupil's decision making does not improve, they could be moved down to the Thundercloud display.

2) Thundercloud - behaviour/incident details will also be added to the google drive. At this stage there are a variety of options including spending time in another class within the key stage. More than 1 thundercloud in a week - behaviour logged on ISAMS and the child will go to the Head of Prep who will in turn contact the parents.

Detentions

Individual Teacher Detention (can also be Community Service) – ISAMS 1 Points

When	Lunchtimes or Break times. These may last up to 15 minutes and must not exclude a pupil's access to food or the bathroom. Every effort should be made to work around the pupils existing school commitments and the detention must not take place during a scheduled peripatetic lesson
Where	As directed by the teacher
Supervised by	The awarding teacher
Requested by	Any member of academic staff
Authorised by	NOT required
Repeat offenders	Maximum of 2 of these per half term by the same member of staff – the 3 rd must be recorded as a lunchtime detention.
Recording	On ISAMS (1 points) by the awarding teacher.
Communication with parents	Only if deemed appropriate by the awarding teacher.

School Detention - Lunchtime (can also be Community Service) – ISAMS 2 Points

	Senior School	Prep School
When	1300-1330 (30 minutes) daily	1300-1330 (30 minutes) by arrangement
Where	The Boardroom	Prep School
Supervised by	Senior Deputy Head	Head of Prep
Requested by	Any member of staff Work or Task provided by email to SDH - or noted on ISAMS when colleague awards the points.	
Authorised by	The relevant HOY, HOD, SLT	Head of Prep
Repeat offenders	Tutors to note that the 3 rd lunchtime detention in a term would normally result in an upgrade to an after school detention.	
Recording	<p>The Staff member awarding the detention must</p> <ol style="list-style-type: none"> Add the behavioural points onto ISAMS (2 points) <p>The School Office Staff will</p> <ul style="list-style-type: none"> Update the central Detentions Log. Print and place a copy of this on the pupil's school file. 	<p>The Staff member awarding the detention must</p> <ol style="list-style-type: none"> Discuss the detention with the Head of Prep. Add the behavioural points onto ISAMS (2 points) <p>The Head of Prep will</p> <ul style="list-style-type: none"> Update the central Detentions Log.

Communication with parents	Prep school parents will be contacted by an appropriate member of staff. All Parents will be made aware of this via the ISAMS Parents App.
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School Detention - After School (can also be Community Service) - ISAMS 3 Points

	Senior School	Prep School
When	1550 to 1705 (75 minutes) on a FRIDAY after school	1600 to 1700 (60 minutes) on a FRIDAY after school
Where	The Boardroom.	Prep School
Supervised by	Senior Deputy Head	Head of Prep
Requested by	Any member of academic staff Work or Task must be set and attached to the back of the form.	
Authorised by	The relevant HOY, HOD, SLT - Parents must be given a minimum of 24 hours' notice for these detentions.	Head of Prep Parents must be given a minimum of 24 hours' notice for these detentions.
Repeat offenders	HoY's / Head of Prep to note that the 3rd school detention in a term may result in an upgrade to a suspension.	
Recording	<p>The Staff member awarding the detention must</p> <ol style="list-style-type: none"> 1. Add the behavioural points onto ISAMS (3 points) <p>The School Office Staff will</p> <ul style="list-style-type: none"> • Update the central Detentions Log. • Print and place a copy of this on the pupil's school file. 	<p>The Staff member awarding the detention must</p> <ol style="list-style-type: none"> 1. Discuss the detention with the Head of Prep. 2. Add the behavioural points onto ISAMS (3 points) <p>The Head of Prep will</p> <ul style="list-style-type: none"> • Update the central Detentions Log.
Communication with parents	Prep school parents will be contacted by an appropriate member of staff. All Parents will be made aware of this via the ISAMS Parents App.	

Exclusions

Internal Suspension - ISAMS Level 5-6

	Senior School	Prep School
When	All Day. 0840 - 1545 / 1700 as appropriate. 1 or 2 days	All Day. 0840 - 1545 / 1700 as appropriate. 1 or 2 days
Where	The Boardroom. In this case, the pupil is on site each day but operates on a separate timetable from his/her peer group, and is supervised by staff.	Prep School. In this case, the pupil is on site each day but operates on a separate timetable from his/her peer group, and is supervised by staff.
Supervised by	HoY's	Head of Prep
Requested by	HoY's. HoY's will ask for work to set by all teachers	Head of Prep
Authorised by	SLT - Usually the SDH	Head of Prep
Repeat offenders	Second time in a year would be an external Suspension	
Recorded	On ISAMS by the HoY and in the Serious Sanctions Log by the SDH	On ISAMS and in the Serious Sanctions Log by the Head of Prep
Communication with parents	HoY's email parents (and meet if necessary) and copy in schoolfile@plymouthcollege.com and the SDH	Head of Prep email parents (and meet if necessary)

External Suspension - ISAMS Level 7-8

	Senior School	Prep School
When	1 or 2 Days (or more as appropriate)	
Where	At Home (On occasions where the home situation compels it, the suspension may be an 'internal affair', but it will still be recorded as an external suspension)	
Supervised by	Parents / Guardians	
Requested by	SLT	
Authorised by	SLT	
Repeat offenders	Second external Suspension would question pupil's future in the School	
Recorded	On ISAMS and in the Serious Sanctions Log by the SDH	On ISAMS and in the Serious Sanctions Log by the Head of Prep
Communication with parents	SDH will meet with parents and email parents and copy in schoolfile@plymouthcollege.com	The Head of Prep will meet with parents with email put on file.

Permanent Exclusion

This is dealt with by the Head and the SLT and when appropriate the Governors. Please see the Exclusion Policy for further detail.

Report Card

- A Head of Year or Head of Prep may place a pupil on a report card for 1-3 weeks to monitor a particular behaviour pattern.
- Pupils will be expected to produce this card for signing in each lesson and be responsible for submitting it each week.
- There are three types:
 - Green for Effort and Progress.
 - Red for Behaviour
 - Amber for Homework

Prohibited items

The following items are prohibited by law in Schools and the School has the power to search pupils' possessions without consent if there are reasonable grounds to suspect they may be in possession of any of these items; knives and weapons, alcohol & illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, any item banned by the school rules which has been identified in the rules as an item which may be searched for.

(Ref: Behaviour in Schools - 2022 (DFE))

Time out

- A pupil may be asked to step outside the lesson for up to 5 minutes at the teacher's discretion to reflect on a situation or to calm down. They must be asked to remain directly outside the lesson and then retrieved after calm one-to-one dialogue.
- When more serious disruption occurs and cannot be dealt with under normal procedures, or repeated low level disruption occurs, a pupil should be sent to the Library in the Senior School and 'Parked' (see below).
- At the Prep School, pupils needing extended time out should be escorted to Reception upon which the Head of Prep will be informed and they will deal with the situation.
- All such behaviour must also be recorded on the ISAMS system.

Low Level Disruption

- Low level disruption in lessons or activities is unacceptable and should be dealt with in a transparent and fair manner, which includes talking to the perpetrators, isolating from peers, removing pupils from the classroom and the issuing of appropriate Departmental or School sanctions. (ref: Below the radar: low-level disruption in the country's classrooms, OFSTED (2014)).
- If they do not address their poor behaviour, the point may ultimately be reached when they are required to leave the School.
- Pupils who persist in causing low level disruption and do not modify their behaviour when challenged by teaching staff can expect to be PARKED.

The Parking System (Senior School only)

A guide to using the Parking System can be found using the link below

[Parking - A Staff Guide.docx](#)

REGULATIONS FOR SCHOOL UNIFORM & APPEARANCE FOR ALL PUPILS

[Uniform Policy.docx](#)

REGULATIONS FOR MOBILE PHONE USE FOR ALL PUPILS

[Mobile Phone Policy.docx](#)

Reviews

Regular meetings are held within the Pastoral Teams to constantly review and update procedures.

- Year group Tutor team meetings (fortnightly)
- Prep school meetings (weekly)
- Heads of Year meetings (fortnightly)
- Safeguarding team meetings (weekly)
- Medical Team meetings (weekly)

REFERRALS (Appendix A & B)

Teachers, Form Teachers, Tutors and HoY should use the referral flow chart to ensure that the correct procedures are followed. Staff are asked not to bypass any steps so that tutors are fully involved and teachers try to deal with issues directly where it is appropriate.

Plymouth College does not use any form of corporal punishment. It is illegal and prohibited by the School Standards and Framework Act 1998. This prohibition applies to all members of staff, including those acting “in loco parentis”, such as unpaid volunteers and supervisors.

USE OF REASONABLE FORCE & SEARCHING PUPILS

[Use of Reasonable Force Policy.docx](#)

[Searching Pupils or Property Policy.docx](#)

MALICIOUS ACCUSATIONS

The school will take action against any pupil who is found to have made a malicious accusation against a member of staff. An SLT member will interview the pupil and parents will be involved in the process.

TRANSITION

When admitting a pupil to the school, we write to the current school, requesting information relating to pastoral issues, including behaviour and safeguarding matters. When a pupil leaves the school we similarly pass on relevant information to the receiving school.

HOLIDAY CLUB

All procedures detailed in this policy will apply as far as practicable to Out of School Care, including Holiday Club. A reward star chart is used in Holiday Club to encourage good behaviour from all children. Children are offered suitable activities to encourage positive behaviour. The children are also rewarded with 'Free Play' (their time to choose what they would like to do whilst still under supervision). Sanctions are imposed as detailed in this policy with the Holiday Club Manager as the first point of reference. The Duty member of the Senior Management Team will be notified if necessary.

SUPPORT

Support for pupils with behavioural difficulties is provided both internally and externally.

The school employs its own Counsellor and Educational Psychologist and has good links with external agents, such as CAMHS. Pupils and parents will be advised and signposted appropriately.

In many cases, restorative justice may be used as a technique for listening to both sides of a disagreement so that the pupil has the opportunity to fully explain their account of the incident.

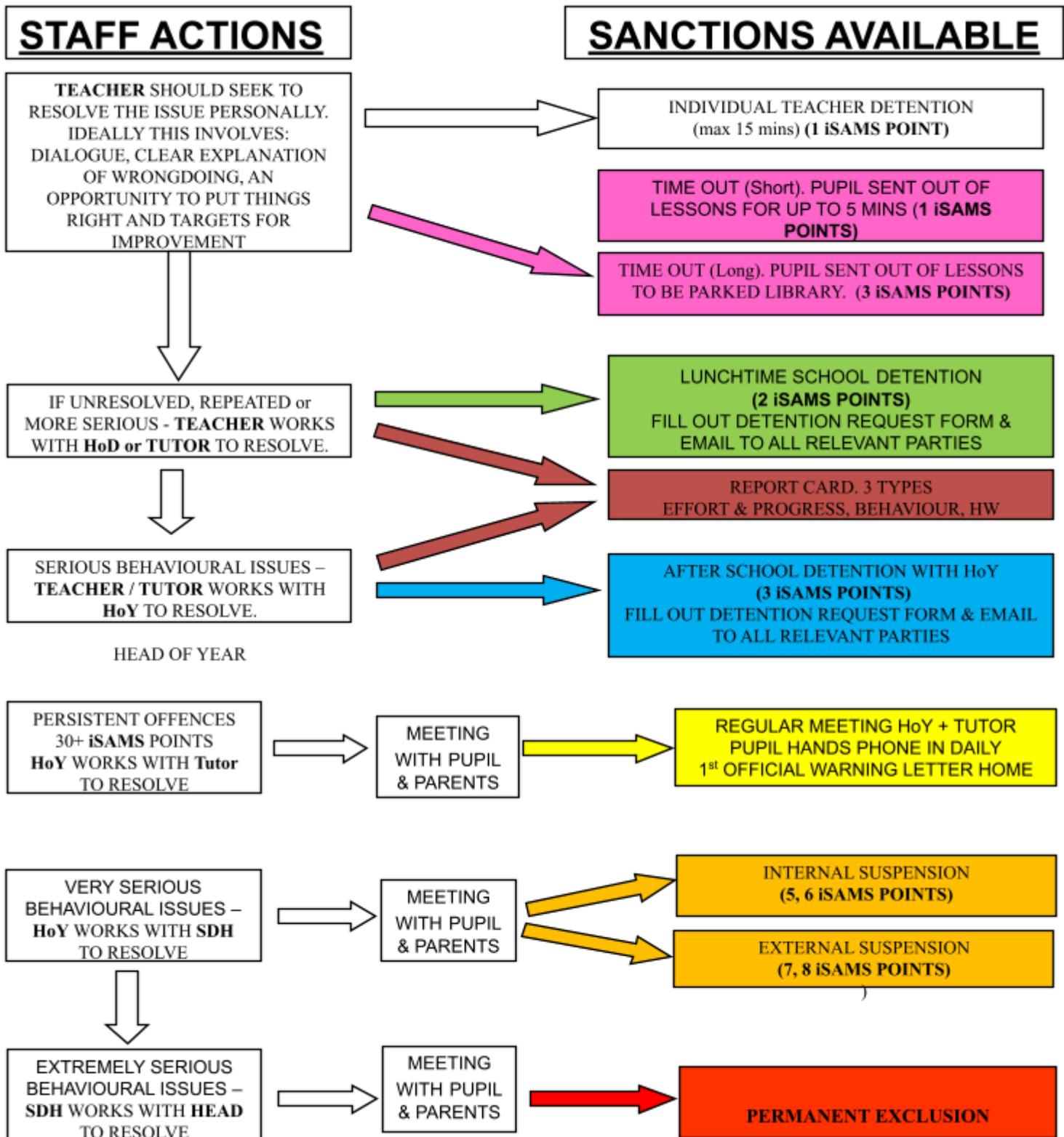
SEND

The School takes its duties under the Equality Act 2010 seriously and will make reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. Please refer to the SEND Policy and pupil register for further detail.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

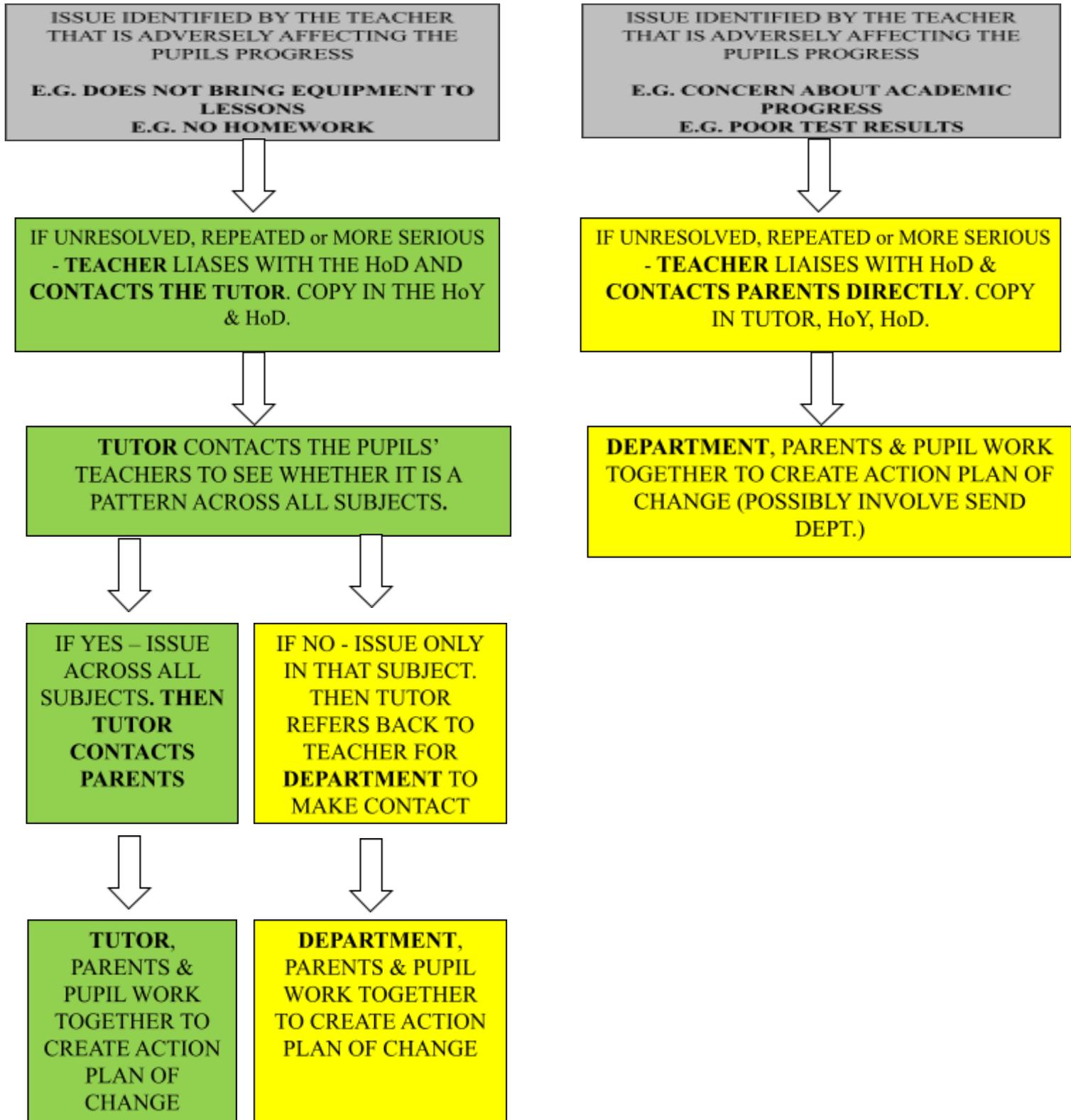
In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010.

REFERRAL SYSTEM BEHAVIOUR MANAGEMENT (Appendix A– Senior School)



MANAGING ACADEMIC UNDERPERFORMANCE

WHEN & HOW TO INVOLVE PARENTS – SENIOR SCHOOL (Appendix C)



THE DETENTION SYSTEM (Appendix D)

1. It is intended that pupils be dealt with as swiftly as possible after their offence to allow closure and to move forward.
2. Detentions should allow outstanding work to be caught up quickly where appropriate.
3. Detentions will take priority over any club or activity unless special negotiations are made by the **staff** involved.
4. Detentions should be awarded on ISAMS which ensures good communication between home, school and the pupil.

All Prep school detentions are discussed with the Head of Prep, logged on ISAMS by the awarding member of staff and recorded in the Prep Detention Log by the Head of Prep. No detention request form is required for Prep School Pupils.

5. It is the responsibility of the pupil to get to the correct location on the right day at the right time. Failure to comply may result in a further or increased sanction
6. For certain behaviour in the Senior School, it is acceptable for pupils to be sent to the Dining Hall to do a duty as their School Lunchtime Detention. A maximum of 3 pupils per day can be sent for discipline detentions in the dining hall.
7. It will be up to the member of staff who gives the detention TO ATTACH APPROPRIATE WORK / TASK TO EACH DETENTION SHEET and check it afterwards.
9. The supervising staff member must collect work set from the school office prior to the detention.
9. Once the detention is completed, the member of staff supervising the session will sign to confirm the pupil's attendance and return to the school office.
10. A minimum of 24 hours' notice must be given for an after school detention.
11. A tally of detentions will be kept termly by the School Office or Reception in the Detentions Log.
12. All recorded detentions (ISAMS level 2-3) must involve dialogue between at least 2 staff in order to allow reflection and fairness. They must be authorised by the HoD, HoY or Head of Prep

The Classroom Code - Stages of Lessons (Appendix E)

Stages of Lessons - Classroom Code.docx

Appendix F – The Plymouth College guide to giving appropriate Sanctions

- While every attempt is made to ensure that the school sanctions are applied consistently and fairly, there may be extenuating circumstances that influence the school's decision making process.
- These could be related to pupils' individual needs (e.g. SEND), family circumstances or other reasons.
- HoY's are often influential in making such decisions as they have an overall view of their pupil's personal circumstances.
- Two members of staff should always be involved in the process of awarding serious sanctions.

Examples of offences which may lead to points or an Individual Teacher detention. (ISAMS 1) Low-Level Disruption	Examples of offences which may lead to a Lunchtime detention (ISAMS 2)	Examples of offences which may lead to an After-School detention (ISAMS 3)	Examples of offences which may lead to temporary or permanent exclusion (ISAMS 5-8) include:
<p>These may be given after a verbal warning</p> <ul style="list-style-type: none"> • Using a mobile phone inappropriately – 1st offence. • Unauthorised absence from activities in a term – 1st offence. • Showing a lack of respect for each other or staff. • Talking unnecessarily, chatting or calling out without permission resulting in disruption of the learning environment. • Being slow to start work or follow instructions • Not bringing the right equipment • Lateness to lessons • Failing to hand in homework on time • Failing to produce good quality work, appropriate to expectation. • Poor standards of uniform or kit • Lack of respect and courtesy around the school. 	<ul style="list-style-type: none"> • Using mobile devices inappropriately in a term – 2nd offence. • Unauthorised absence from activities in a term – 2nd offence. • Showing significant disrespect towards a staff member • A deliberate breach of the ICT Code of Conduct • Gaining three individual detentions from the same teacher in a half term. • Any offence from the first column that is repeated. • Any offence from the first column that is deemed to be carried out with deliberate malice. 	<ul style="list-style-type: none"> • Truanting a lesson, PPD, Games or PVS • Using mobile devices inappropriately. 3rd offence in a half term. • Unauthorised absence from activities in a term – 3rd repeated. • Showing significant disrespect towards a staff member • A serious breach of the ICT Code of Conduct • Missing a lunchtime detention (it would normally be appropriate to allow a pupil a chance to repeat the following day if simply forgotten) • Gaining three lunchtime detentions in a term. The third becomes an after-school. • Getting Parked from a lesson– each offence will warrant a detention. 	<ul style="list-style-type: none"> • Possession of tobacco related products. (ref abuse of alcohol & tobacco policy) • Abuse of alcohol or drugs. (ref policies on drugs and abuse of alcohol & tobacco) • Supply or distribution of drugs, legal highs or other related substances. • A very serious breach of the ICT Code of Conduct • Assault • Possession and/or use of offensive weapons (ref offensive weapons policy) • Bullying (ref anti-bullying policy) and peer on peer abuse. • Actions which endanger the safety of others • Bringing the school name into disrepute • Inappropriate sexual conduct (violence, harassment, sexting, upskirting) • Theft • Vandalism or wilful damage to school property • Repeated or persistent low level disruption in class or activities

Appendix G - Behaviour Management Techniques

Effective management techniques to promote good behaviour & hard work	Poor management techniques which may not promote good behaviour or hard work
<ul style="list-style-type: none">● High Expectations & Standards● Clarity of Expectations● Speaking to pupils quietly and one – to – one.● Having a clear behavioural policy● Consistent application of sanctions and rewards● Extrinsic rewards (stamps / merits) work particularly well with the younger years● Regular contact with parents regardless of whether the feedback is positive or negative	<ul style="list-style-type: none">● Telling pupils off publicly in front of the class● Lack of teacher preparation● Inconsistent application of the rules● Not informing or explaining to a pupil why they have a sanction● Not awarding merits● Lack of praise

Enhanced behavioural expectations during a pandemic

Additional behaviour measures will be put into place during times of a pandemic, such as COVID-19. This behaviour policy will aim to support any enhanced safety measures that are put in place such as; adhering to out of bounds areas, sticking to one-way systems on site, respecting the need to keep a safe distance from staff, and the wearing of face coverings when required. Failing to adhere to the safety procedures put in place will be dealt with using the school's disciplinary system outlined in this policy.

In addition, Plymouth College will not tolerate any form of bullying associated with the pandemic.

Most importantly though, any pupils found to be deliberately or maliciously spreading infection to others will be dealt with in the firmest possible manner and their place in the school will be at risk.