



**BURGESS HILL**  
— GIRLS —

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| Positive Behaviour Policy – Rewards and Conduct<br>Senior School and Sixth Form | <b>9 f</b> |
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| Responsible for Initiating Review of Policy | Assistant Head Pastoral & Boarding              |
| Committee to Review                         | SLT   |
| Last Review Date                            | September 2025                                  |
| Review Period                               | Annual  |
| Approved by (Committee and Date)            | SLT September 2025                              |
| Approved by Board of Governors              | Welfare & Boarding Committee – Autumn Term 2025 |
| Effective Date of Policy                    | September 2025                                  |
| Next Review Date                            | August 2026                                     |
| Related Policies                            | Safeguarding                                    |

## Senior School and Sixth Form

Burgess Hill Girls (Senior School) is committed to creating an environment where exemplary conduct is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Rewards and Conduct Policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful relationships, and a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The Senior School Behaviour Policy, in line with the Whole School Behaviour Policy, is meant for consistency and the good order of the School. The School's four values are the framework for the policy.

Burgess Hill Girls is motto is "I am, I can, I should, I will"

The School values are:

| Spirit  | Spark   | Strength  | Success   |
|---|---|---|---|
| <p>This is me.</p> <p>I am kind, positive and resilient.</p> <p>I am emotionally intelligent, a builder of relationships and a celebrator of success.</p> | <p>This is how I do things.</p> <p>I can think independently, show good judgement, collaborate and lead to get things done.</p> | <p>This is what is important to me.</p> <p>I should have integrity, values and principles and be confident to stand up for these.</p> | <p>This is my journey.</p> <p>I will set goals, take ownership, learn and achieve what I set out to do.</p> |

### Rewards

Rewards are achievable by every pupil in our community. We each get rewarded for our unique attributes, achievements, and talents, making our school a wonderful and dynamic community where diversity is celebrated.

We, as a school, believe in rewarding effort, recognising achievement and encouraging pupils to aspire to exceed our expectations.

Rewards are a very powerful tool for staff to use. A pupil, whose achievements are recognised in any way, whether publicly or in private, is more likely to make a positive impact within the community.

The function of the reward system is to encourage all pupils to aspire to high standards in everything they do. Obviously, it is important that a balance is struck between over generous use of rewards and being too discriminative.

It is vital we celebrate, at every opportunity, the successes, progress and improvements of the pupils. A number of assemblies each year will contain an element of celebration and reward. Competition is an important part of this process.

The House system will embrace this aspect of celebration again at every opportunity.

We offer a range of rewards to:

- Recognise the value of pupils’ achievements, progress, effort, service and leadership
- Give positive encouragement to pupils to succeed and to contribute
- Enhance pupil/staff relationships
- Improve a pupil’s sense of self confidence and worth
- An individual’s points go towards a form group prize

Level 1 - in all level 1 rewards it is important to explain to a student why they have been rewarded and which value they have met.

| <u>What to award?</u>                                     | <u>What is the reward</u>         | <u>Points</u> | <u>How to award?</u>          | <u>Character / Value Traits</u>  |
|---|-----------------------------------|---------------|-------------------------------|--|
| Improved attitude or effort in class                      | Verbal praise<br>Points allocated | 1             | Log on ISAMs<br>Verbal praise | Success - This is my journey.  |
| Good personal attainment for the individual (Inclusivity) | Verbal praise<br>Points allocated | 1             | Log on ISAMs<br>Verbal praise | Spark - This is how I do things.   |
| Good effort   | Verbal praise<br>Points allocated | 1             | Log on ISAMs<br>Verbal praise | Spark - I can think independently.   |
| Good use of device in lessons                             | Verbal Praise<br>Points allocated | 1             | Log on ISAMs<br>Verbal praise | Spark – This is how I do things.   |
| Caring attitude / Helpfulness                             | Verbal praise<br>Points allocated | 1             | Log on ISAMs<br>Verbal praise | Strength - This is what is important to me - values / principles.<br><br>Spirit - I am kind. |

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|---|-----------------------------------|---|-------------------------------|---|
| Participation in House / community activities | Verbal praise<br>Points allocated | 1 | Log on ISAMs<br>Verbal praise | Success - I will set goals, take ownership. |
|---|-----------------------------------|---|-------------------------------|---|

Level 2 - in all level 2 rewards it is important to explain to a student why they have been rewarded and which value they have met.

| <u>What to award?</u>   | <u>What is the reward</u>                                 | <u>Points</u> | <u>How to award?</u>            | <u>Character / Value Traits</u>  |
|---|---|---------------|---------------------------------|--|
| Outstanding work / effort in class personal to that student - e.g. this could be an SEND student who has seen success, no matter how minor this might be              | Postcard home<br>Celebrated in form time                  | 3             | Log on ISAMs<br>E-postcard home | Success - I will take ownership, learn and achieve.<br><br>Spirit - I am a collaborator of success.  |
| Good citizenship - e.g. Going the extra mile to help someone else   | Postcard home<br>Celebrated in form time                  | 3             | Log on ISAMs<br>E-postcard home | Strength - I have integrity, values and principles. I can stand up for things I believe in.<br><br>Spirit - I am emotionally intelligent and a builder of relationships. |
| Good digital citizenship  | Postcard home<br>Celebrate in form time                   | 3             | Log on ISAMs<br>E-postcard home | Success – I take ownership, learn and achieve.   |
| Outstanding show of integrity, confidence and personal character e.g. outstanding show of sportsmanship /musicianship / support for a friend / standing up for others | Postcard home<br>Celebrated in form time                  | 3             | Log on ISAMs<br>E-postcard home | Strength - I have integrity, values and principles. I can stand up for things I believe in.<br><br>Spark - This is me. I am a celebrator or success                      |
| Academic Excellence - for academic work that demonstrates an exceptional level of attainment  | Academic Excellence Certificate<br>Celebrated in assembly | 3             | Log on ISAMs<br>Certificate     | Success - This is my journey. I set goals, learn and achieve.  |

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| Creative Excellence - for excellence in creative or practical work            | Creative Excellence Certificate<br>Celebrated in assembly    | 3 | Log on ISAMs Certificate   | Success - This is my journey. I set goals, learn and achieve.  |
| 'Student of the Month' - particular progress or achievement in a subject area | 'Student of the Month' certificate<br>Celebrated in assembly | 3 | Log on ISAMs Certificate<br>displayed on departmental notice board | Success - This is my journey. I set goals, learn and achieve.  |
| Determination award   | Co-curricular<br>Celebrated in assembly                      | 3 | Log on ISAMs Certificate   | Success - This is my journey. I set goals, learn and achieve.<br><br>Spark - This is how I do things. I can show good judgement and collaborate. |

Level 3 - in all level 3 rewards it is important to explain to a student why they have been rewarded and which value they have met.

| <u>What to award?</u>  | <u>What is the reward</u>  | <u>Points</u> | <u>How to award?</u>                                       | <u>Character / Value Traits</u>   |
|--|--|---------------|--|---|
| Positive contribution to the life of the school - e.g leading a school assembly, outstanding contribution to school performance, contribute positively to digital innovation | Letter home (templates) from Pastoral Heads or Assistant Head Academic + stationary item<br>Celebrated in assembly | 5             | Letter home from Pastoral Heads or Assistant Head Academic | Strength - This is my journey. I will set goals, take ownership, earn and achieve.  |
| Exemplary kindness or support to students and staff  | Letter home (templates) from Pastoral Heads or Assistant Head Academic<br>Celebrated in assembly                   | 5             | Letter home from Pastoral Heads or Assistant Head Academic | Spirit - I am kind, positive and resilient. I am emotionally intelligent, a builder of relationships and celebrator of success. |
| Volunteering in the local community or support to a charity (not including DofE)   | Letter home (templates) from Pastoral Heads or   | 5             | Letter home from Pastoral Heads or                         | Strength - This is my journey. I will set goals, take ownership, earn and achieve.  |

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|  | Assistant Head Academic<br>Celebrated in assembly                                  |               | Assistant Head Academic         | Success - This is my journey.  |
|--|--|---------------|---------------------------------|--|
| Level 4 - in the level 4 rewards it is important to explain to a student <u>why</u> they have been rewarded and which value they have met. |  |               |                                 |  |
| <u>What to award?</u>  | <u>What is the reward</u>  | <u>Points</u> | <u>How to award?</u>            | <u>Character/Value Traits</u>  |
| Demonstration of exceptional service, resilience or perseverance both on and offline   | Head's Commendation + meet with the Head for recognition<br>Celebrated in assembly | 10            | Head's Commendation Certificate | Spark - This is how I do things.<br>Spirit - This is me.<br>Strength - This is what is important to me.<br>Success - This is my journey. |

Conduct

Occasionally, students may get things wrong; it's how we help them recover from mistakes which is important, whilst taking responsibility for their actions and understanding there is a consequence. If there is a need to correct a student's behaviour this will be done calmly, and an explanation of why it does not meet the School's values should take place, and opportunity for restoration and repair is important too. Each lesson students should have the opportunity for a 'fresh start' and conduct from a previous lesson or incident should not be held against them.

The behaviour of students in our community is everyone's responsibility.

It is important that in our School community rewards always outweigh inappropriate conduct, and that we celebrate each other's successes.

Senior School staff are responsible for:

- modelling good behaviour
- providing a personalised approach for some of our students
- providing opportunity for restoration and repair
- recording behaviour via ISAMS

All staff will ensure they use the language of this policy when speaking to students to ensure this is embedded as part of the culture of the School and for consistency of approach for students.

It is important that in our School community rewards always outweigh inappropriate conduct, and that we celebrate each other’s successes.

Level 1 - in all level 1 sanctions it is important to explain to a student why they have been sanctioned and which value they are not meeting in line with the code of conduct.

| <u>What to sanction?</u>   | <u>What will happen?</u>  | <u>How to record?</u>   | <u>Strikers</u> | <u>Character / Value Traits</u>  |
|--|---|---|-----------------|--|
| Uniform infringement<br>e.g no blazer, incorrect shoes, anything which does not adhere to the uniform guidelines.<br>Equipment infringement<br>i.e. bring in fully charged device every day. | 1st offence - verbal warning given and correct uniform such as no blazer, remove earrings, tie hair up (all other issues need to have 48 home to correct such as false nails)<br><br>2nd offence - email home | Log on ISAMs<br>Discussion with student - verbal reprimand<br><br>Log on ISAMs<br>Discussion with student - verbal reprimand<br>Tutor to email home | 1               | Success - I should take ownership of my decisions.<br><br>Spark - I show good judgement and respect my own decisions, and consequences.      |
| Low level class disruption   | 1st offence - warning given<br><br>2nd offence - Send out of room to calm down, brief discussion with teacher before returning  | Log on ISAMs<br>Discussion with student - verbal reprimand<br><br>Conversation outside the classroom and if needed spoken to by HoD                 | 1               | Spark - I show good judgement and respect my decisions.<br><br>Spirit - I be able to build relationships and be resilient from my decisions. |

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| Poor behaviour at break / lunchtimes | 1 offence - warning given<br><br>2nd offence - detained for 10 mins   | Log on ISAMs<br>Discussion with student - verbal reprimand<br><br>10 mins with form tutor | 1 | Spark - I show good judgement and respect my decisions.   |
| Lateness to lesson or assembly       | 1st offence - warning given<br><br>2nd offence - Detained by class teacher for duration they are late i.e. 5 minutes late, 5 minutes detained | Log on ISAMs<br>Discussion with student - verbal reprimand                                | 1 | Strength - I show that I understand and can demonstrate good values and integrity.<br><br>Success - I take ownership of my decisions.   |
| Mobile phone misuse                  | 1st offence   | Log on ISAMs<br>After school detention 30 minutes (24 hours' notice given to parent)      | 1 | Strength - I show that I understand and can demonstrate good values and integrity.<br><br>Success - I must take ownership of my decisions.  |
| Lack of commitment to schoolwork     | 1st offence - Teacher speaks to student - reasonable extension given (using professional judgement)<br><br>2nd Offence - teacher to email     | Log on ISAMs<br>Discussion with student<br><br>Discussion with student HoD                | 1 | Success - I am able to set goals and achieve what I set out to do and have high expectations of myself.<br><br>Spark - I can be reflective and understand that I need to lead to get things done. |

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|  | HoD - HoD emails home (cc form tutor) | Email home |  |  |
|--|---------------------------------------|------------|--|--|

Level 2 - in all level 2 sanctions it is important to explain to a student why they have been sanctioned and which value they are not meeting in line with the code of conduct.

| <u>What to sanction?</u>  | <u>What will happen?</u>   | <u>How to record?</u> | <u>Strikers</u> | <u>Character / Value Traits</u>   |
|---|--|-----------------------|-----------------|---|
| Repeated /ongoing uniform infringements e.g such as frequently (more than twice) forgotten blazer in 1 week OR repeated false nails | Lunchtime detention<br><br>Tutor to email home   | Log on ISAMs          | 3               | Success - I take ongoing ownership of my decisions.<br><br>Spark - I show good judgement and respect my own decisions, and consequence.   |
| Anti-social behaviour in class or around the school   | Lunchtime detention<br><br>Tutor to email home<br><br>Removal from lesson by SLT if disruption to other learners persists<br><br>Removal from circulation (e.g. time out at break time/lunch time) |                       | 3               | Success - I take ongoing ownership of my decisions.<br><br>Spark - I show good judgement and respect my own decisions, and consequence.<br><br>Strength - I show that I understand and can demonstrate good values and integrity. |
| Persistent lateness to a lesson (more than 3 times)   | Spoken to by Head of Department<br>Lunchtime detention<br><br>Tutor to email home  | Log on ISAMs          | 3               | Success - I take ongoing ownership of my decisions.<br><br>Spirit - I be able to build relationships and be resilient from my decisions.  |

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|---|---|------------------------------|---|--|
| Repeated offence - misuse of mobile phone             | 2nd offence<br>After school detention 45 minutes (24 hours' notice to parent)<br>Student meeting with Pastoral Head   | Log on ISAMS                 | 3 | Success – I take responsibility of my actions.   |
| Repeated offence- misuse of device                    | 2 <sup>nd</sup> offence<br>After school detention 45 minutes (24 hours' notice to parents)  | Log on ISAMS                 | 3 | Success – I take responsibility of my actions.   |
| Foul language i.e swearing                            | After school 15 mins SLT detention (24 hours' notice given to parent)<br><br>Tutor to email home informs parents of the incident and the detention the next day | Log on ISAMS                 | 3 | Success - I take ongoing ownership of my decisions.<br><br>Spirit - I am kind, and the language I use is appropriate, positive and kind. |
| 5 recorded incidents of Level 1 behaviours            | Short report to correct behaviour initiated by Pastoral Head<br>Telephone home to parents/guardians   |                              | 3 |  |
| Vandalism e.g drawing on desks                        | Act of community service eg cleaning off the graffiti in break / lunch time taken charge of by class teacher  | Log on ISAMS                 | 3 | Strength - I show that I understand and can demonstrate good values and integrity.   |
| Lack of commitment to school work in several subjects | Short report initiated by Academic AH or Pastoral AH  | Short report<br>Contact home | 3 |  |

|   |  |                       |                 |   |
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|   |  |                       |                 |   |
| <p>Level 3 - in all level 1 sanctions it is important to explain to a student <u>why</u> they have been sanctioned and which value they are not meeting in line with the code of conduct.</p> |  |                       |                 |   |
| <u>What to sanction?</u>  | <u>What will happen?</u>   | <u>How to record?</u> | <u>Strikers</u> | <u>Character / Value Traits</u>   |
| Truancy   | Spoken to by Pastoral Head<br>Email home to parents/guardians<br>After school SLT detention (24 hours' notice given) | Log on ISAMs          | 5               | Success - I take ongoing ownership of my decisions.   |
| Plagiarism  | Spoken to by Assistant Head Academic   | Log on ISAMs          | 5               | Strength - I show that I understand and can demonstrate good values and integrity.<br>Success - I must take ongoing ownership of my decisions.  |
| ICT misuse/abuse  | Spoken to by DSL/Pastoral Head<br>Email home to parents/guardians  | Log on ISAMs          | 5               | Success - I take ongoing ownership of my decisions.<br><br>Spark - I show good judgement and respect my own decisions, and consequence.<br><br>Strength - I show that I understand and can demonstrate good values and integrity. |
| Unkind behaviour towards another pupil  | Spoken to by Pastoral Head<br>Email home to parents/guardians  | Log on ISAMs          | 5               | Success - I take ongoing ownership of my decisions.   |

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|---|--|--------------|---|--|
|   |  |              |   | <p>Spark - I show good judgement and respect my own decisions, and consequence.</p> <p>Strength - I show that I understand and can demonstrate good values and integrity.</p>  |
| Smoking/vaping related incident (1st offence) | Spoken to by Pastoral Head<br>Meeting with parents/guardians<br>Internal exclusion | Log on ISAMs | 5 | <p>Success - I take ongoing ownership of my decisions.</p> <p>Spark - I show good judgement and respect my own decisions, and consequence.</p> <p>Strength - I show that I understand and can demonstrate good values and integrity.</p> |
| Verbal abuse to a member of staff             | Spoken to by Pastoral Head<br>Meeting with parents/guardians<br>Internal exclusion | Log on ISAMs | 5 | <p>Success - I take ongoing ownership of my decisions.</p> <p>Spark - I show good judgement and respect my own decisions, and consequence.</p> <p>Strength - I show that I understand and can demonstrate good values and integrity.</p> |
| Repeated mobile phone misuse                  | Spoken to by Pastoral Head<br>Meeting with parents/guardians                       | Log on ISAMs | 5 | <p>Success - I take ongoing ownership of my decisions.</p> <p>Spark - I show good judgement and respect</p>  |

|   |  |                       |                 |  |
|---|--|-----------------------|-----------------|--|
|   |  |                       |                 | <p>my own decisions, and consequence.</p> <p>Strength - I show that I understand and can demonstrate good values and integrity.</p>  |
| Vandalism e.g. Deliberate damage to school property   | Spoken to by Pastoral Head<br>Meeting with parents/guardians<br>Internal exclusion                                   | Log on ISAMs          | 5               | <p>Success - I take ongoing ownership of my decisions.</p> <p>Spark - I show good judgement and respect my own decisions, and consequence.</p> <p>Strength - I show that I understand and can demonstrate good values and integrity.</p> |
| <p>Level 4 in all level 4 sanctions it is important to explain to a student <u>why</u> they have been sanctioned and which value they are not meeting in line with the code of conduct.</p> |  |                       |                 |  |
| <u>What to sanction?</u>  | <u>What will happen?</u>   | <u>How to record?</u> | <u>Strikers</u> | <u>Character / Value Traits</u>  |
| Smoking/vaping related incident (2nd offence)   | Formal communication home from SLT<br>Meeting with parents/guardians with Head<br>External exclusion (X no. of days) |                       | 10              | Success - I take ongoing ownership of my decisions.  |
| Vandalism - such as permanent damage to school property with intent to disrupt the good order of the school   | Formal communication home<br>Meeting with parents/guardians with Head  | Log on ISAMs          | 10              | Success - I take ongoing ownership of my decisions.  |

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|---|--|--------------|----|---|
|   | External Exclusion<br>(X no. of days)  |              |    |   |
| Bullying including cyber-bullying this could include: <ul style="list-style-type: none"> <li>emotional</li> <li>physical</li> <li>racial / homophobic</li> <li>sexual</li> <li>direct / Indirect</li> </ul> | Formal communication home<br>Meeting with parents/guardians with Head<br>Internal / External Exclusion (X no. of days) | Log on ISAMs | 10 | Success - I take ongoing ownership of my decisions. |
| Persistent Level 3 behaviours (such as repeated mobile phone misuse)  | Formal communication home<br>Meeting with parents/guardians with Head<br>External Exclusion (X no. of days)            | Log on ISAMs | 10 | Success - I take ongoing ownership of my decisions. |
| Theft   | Formal communication home<br>Meeting with parents/guardians with Head<br>Internal / External Exclusion (X no. of days) | Log on ISAMs | 10 | Success - I take ongoing ownership of my decisions. |
| Offensive behaviour - homophobic / racist   | Formal communication home<br>Meeting with parents/guardians with SLT member<br>External exclusion (X no. of days)      | Log on ISAMs | 10 | Success - I take ongoing ownership of my decisions. |
| Level 5 - in all level 5 sanctions it is important to explain to a student <u>why</u> they have been sanctioned and which value they are not meeting in line with the code of conduct.                      |  |              |    |   |

| <u>What to sanction?</u>  | <u>What will happen?</u>  | <u>How to record?</u> | <u>Strikers</u> | <u>Character / Value Traits</u> |
|---|---|-----------------------|-----------------|---------------------------------|
| Persistent or repeated Level 4 behaviours   | Formal communication home<br>Meeting with parents/guardians with Head<br>Could lead to permanent exclusion            | Log on ISAMs          | 20              |                                 |
| Possession or use of prohibited items eg knives, weapons, drugs etc. (see search policy)                                      | Formal communication home<br>Meeting with parents/guardians with Head<br>Meeting with parents'<br>Permanent exclusion | Log on ISAMs          | 20              |                                 |
| Assault (to staff or peer)  | Formal communication home<br>Meeting with parents/guardians with SLT member<br>Permanent exclusion                    | Log on ISAMs          | 20              |                                 |
| Serious, threatening or intimidating behaviour e.g. sexual harassment or physical violence (this could be online or off-line) | Formal communication home<br>Meeting with parents/guardians with SLT member<br>Permanent exclusion                    | Log on ISAMs          | 20              |                                 |

Serious offences such as aggression/intimidation, sexual misconduct, theft, smoking, possession of alcohol/drugs/offensive weapons, physical violence, and repeats of Level 4 behaviours, may in lead to permanent exclusion. Please refer to the '9b Behaviour - Pupil Discipline and Exclusion Policy' for more information.