Working together to promote & celebrate achievement

Plashet School

Behaviour Policy

Revised and applicable from 2nd February 2017

Signed:

Chair of Governors

Policy Aims

All members of the school community can:

- Work in a safe and orderly environment.
- Enjoy a clean and attractive environment to work in.
- Move around the school safely and with purpose.
- enjoy a calm environment that is quiet when necessary.
- expect respect and co-operation from others.
- be entirely focussed upon our core purpose of learning.

All members of the school community can expect:

- Safety and honesty with regard to their property.
- Others to respect them as they respect themselves.
- Pride taken in their work, learning and achievements.
- To strive to achieve their potential with the utter support of others.

Behaviour for Learning

At Plashet we encourage mutual respect between students and staff. Our mission statement is '*working together to promote and celebrate achievement'*. Poor behaviour undermines this by damaging the trust that underpins all relationships in the school and by wasting valuable learning time. Our expectations are clearly defined in our **Code of Conduct** and this promotes the wellbeing of the community and the opportunity for each individual within it to reach her full potential.

If the Code of Conduct is infringed, a member of staff will take appropriate action. Sanctions will always be fair and appropriate to the poor choices made by the individual.
Parents/carers will be informed if their daughter's behaviour gives cause for concern and the school expects to work in partnership with parents/carers to improve the students' commitment to learning and support her to succeed.

Roles and Responsibilities

The Governing Body will establish, in consultation with the Head Teacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students, parents and staff, in writing, at least once a year, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Head Teacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility for the Head Teacher.

Teachers have statutory authority to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. Teachers' powers to discipline include the power to discipline students even when they are not at school or in the charge of a member of staff.

All staff including, teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head Teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head Teacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The teacher may discipline students for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or within the environs of the school
- Wearing school uniform or
- In some other way identifiable as a student at the school

A teacher may discipline students for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the school

The Governing Body, Head Teacher and staff will:

- As an inclusive and school founded on principles of equality ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- Ensure that the concerns of students, parents and carers are listened to and appropriately addressed.

Parents and carers have responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Students and parents/carers will be made fully aware of the school policy, procedure and expectations and will be expected to conform to them. Students will respect the authority of staff. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Code of Conduct

The procedures arising from this policy will be developed by the Headteacher in consultation with staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents in the **Code of Conduct**. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Members of the Plashet School community should show respect, courtesy and consideration for:

- Other people, regardless of their religion, culture, race, gender, sexual orientation or ability. They should do this physically in person but also when communicating online.
- The school campus, buildings and resources.

- Our neighbours and community.
- Other people's property.

Members of the school community should behave in a sensible, safe manner, ensuring the safety of themselves and other people. They should do this physically in person but also if they use and communicate with others online.

Members of the school community should work hard and be proud of what they and others achieve.

Members of the school community should work together to stop bullying and to support each other in their work.

Code of Conduct Aims

- To ensure that all staff have high expectations of all students and that every student has access to a broad, balanced and relevant curriculum which meets their needs and offers opportunities to succeed.
- To ensure that Plashet School offers a safe, welcoming and stimulating environment which reflects the cultural and social diversity of our community and the gender of our students.
- To encourage all students to develop positive personal, cultural and social diversity through the valuing and celebration of achievements and of cultural and/or religious events.
- To value and reflect the linguistic, religious and cultural diversity of our school community in all aspects of the curriculum, taught and hidden.
- To promote a positive atmosphere of understanding, tolerance and respect for all members of the school community.
- To raise awareness with staff and students of discriminatory or stereotypical practices and misconceptions and to challenge them whenever they occur.
- To ensure that all students leave Plashet School equipped to pursue a fulfilling social and working life and be able to participate fully in society.
- To ensure that the taught curriculum reflects a multicultural society and world and offers students the opportunities to draw on their own experiences (and those of their families), to understand the academic and social contributions made by different groups to society and examine issues from different perspectives.
- To ensure that all members of the Plashet School community, particularly parents/carers, feel valued and welcomed in the school and be able to participate fully in school activities.

Home School Agreement

The School will:

- Ensure that all students have a broad and balanced curriculum that meets their individual learning needs.
- Ensure that home study is regularly set and that work is marked regularly.
- Maintain a disciplined, safe and supportive atmosphere in which all students can learn and succeed.
- Ensure regular communication between home and school about all aspects of school life.
- Assist students to achieve their full potential, be successful and happy.
- Offer a wide range of enrichment activities to support students' education and development.

Students will:

- Attend regularly, be punctual and wear the correct uniform.
- Follow the 'Code of Conduct' in the school planner.
- Learn to the best of their ability and seek help when they need it.
- Show their parent/carer their planner each week and remember to take home all messages, letters and Plashet Post given by their Form Tutor and/or other members of staff.
- Bring in the necessary equipment each day.
- Attend extra sessions which may be after school, if a teacher thinks it necessary.
- Not bring cigarettes, alcohol, drugs, weapons or hazardous substances into school.
- Leave large amounts of money at home and ensure mobile phones/devices/headphones are not seen or heard whilst on school premises.
- Not leave the school premises during the school day without permission from the school.

Parents/Carers will:

- Ensure that their daughter arrives on time, attends regularly and wears the correct uniform.
- Support the school's 'Aims' and 'Code of Conduct'.
- Discuss their daughter's learning/progress with her regularly and sign her planner each week.
- Endeavour to attend Parents' Meetings and other School Events.
- Agree that their daughter will take part in all areas of the curriculum: the CPSHE and careers programme, PE, swimming and educational visits.
- Ensure that their daughter attends intervention lessons if her teachers think it is necessary for her to progress with her school work.
- Ensure that she does not bring cigarettes, alcohol, drugs, weapons or hazardous substances onto the school premises.
- Ensure that my daughter does not bring large amounts of money and ensure she realises that her mobile phone/headphones must not be seen or heard whilst at school.
- In the unfortunate event of their daughter having an appointment in the middle of the school day, send in a note and appointment card to inform the school.
- Ensure the school has their up-to-date contact details to enable school general school contact and emergency contact.

Expectations of Students Behaviour and Procedures in School

All students should help to ensure that a good learning environment exists both in and around the school and in lessons. All students are expected to:

- fully co-operate with the staff.
- be prepared to work with any student in the class.
- arrive on time and in a quiet orderly manner/leave when dismissed in a quiet orderly manner.
- Move around the school having full regard for the routes for movement and flow of pedestrian traffic.
- Move across the bridge and approach to the bridge in single file.
- respect the classroom furniture, teaching equipment and displays.
- leave a lesson only when there is an emergency or when given permission.
- contribute to maintaining low noise levels appropriate for learning.

Expectations of Staff

It is the responsibility of all members of staff to help establish and maintain good behaviour in and around the school,

To help maintain procedures for excellent behaviour around the school buildings, site and bridge by:

- being aware of poor behaviour.
- reprimanding students when appropriate.
- reminding students of rules and procedures.
- setting a good example to students.
- reporting students to appropriate members of staff as explained in the sanctions procedure.
- recording incidents of poor behaviour in planners and on G04 Schools.
- following recommended sanctions in this policy and using the Go4 Schools Behaviour ICT management procedures.

To establish and be responsible for maintaining good behaviour in their classrooms (or in a cover lesson classroom) during lessons and at registration time:

- explain expectations of excellent student behaviour in classrooms.
- reinforce excellent work and behaviour through praise and use rewards system.
- reprimand and use sanctions system and referral system appropriately.
- monitor on uniform, eating, chewing, jewellery, mobile devices etc.
- maintain reasonable noise levels.
- arrive on time so students are not left unsupervised.
- insist that students come into room and leave in an orderly manner.
- finish lessons on time and dismiss students when bell rings.
- not to leave any class unsupervised except in an emergency.
- not to allow students to leave the lesson except in an emergency or when absolutely necessary - in which case the student to be given a note.

Sanctions System

The sanctions system aims to ensure that whatever punishment is given is appropriate to that particular act of misconduct and to the students. Each incident will be dealt with on an individual basis. A progression of sanctions will be applied which may culminate, in the most extreme circumstances, in a student being permanently excluded from school. When the Code of Conduct is broken some action must be taken.

In all circumstances, staff should have regard for considerations of "natural justice": sanctions should be fair and be seen to be fair. Staff should act as good role models and demonstrate the respect that they expect from their students.

Sanctions available to staff are as follows:

- verbal reprimand
- temporary exclusion from classroom (no more than five minutes)
- detention (lunchtime or after school)
- confiscation of banned/misused items
- parental contact (after consultation with Year Co-ordinator)
- letters home

It is the responsibility of all staff to promote excellent behaviour and carry out appropriate sanctions. As a general rule, incidents that happen in lessons are deemed as a departmental issue and are dealt with by the subject teacher and their Curriculum or Subject Leader. Incidents that happen outside the classroom should be referred to the form tutor or year co-ordinator.

All incidents should be recorded on GO4 School Behaviour system and messages sent to the appropriate staff member(s) as detailed on the Sanctions System and reinforced in the Go4 School behaviour codes. The Year Co-ordinators' administrator will be responsible for printing out stage 3 and 4 incidents and placing them on the students' files. (See the Sanctions System Flow Chart).

Sanctions System

Stage 1

- Inappropriate behaviour in the classroom and around the school
- Eating/drinking in non-permitted areas (only water is permitted in classrooms)
- Uniform breach
- Not being prepared for learning
- Disrupting the learning of others

Action by staff

Warning/rule reminder
Reminder of consequences
Time out - Briefly
Short detention (15 minutes)

Stage 2

- Consistent refusal to follow reasonable instructions
- Breach of health and safety rules and/ or damaging property
- Abusive behaviour towards another student or staff (verbal and/or physical)
- Use of headphones/mobile phones, unauthorised electronic equipment
- Truancy

Action by staff

Phone call home
Detention with notice to parents (15 mins)
Student Apology (verbal or written)
Confiscation
Monitoring by Subject Leader

On report to YC
Unresolved - Referral to Curriculum Leader

Referral to Curriculum Leader

CL to meet with parents/family
Student on report to CL
CL to Monitor
If not resolved by CL - CL to refer to their LT line manager

Stage 3

- Fighting or encouraging fighting/ dangerous behaviour that can harm others either inside or outside of school
- Theft of school or student property
- Bullying and/or prejudiced behaviour which could include or be based upon, racism, sexism, homophobia or religion.
- Being in possession of, using or being under the infludence of drugs or alcohol. Smoking of cirgarettes or any other substance in school
- Possession of or use of weapon

Action by all staff

Isolate individual(s)
Take student to YC/AYC with Student Incident Forms

YC/AYC takes statement from all parties involved and witnesses.
Use Student Incident Forms (yellow)
YC investigates incident
Use YC Investigation form (Green)
and passes to LT line manager

HT makes decision regarding sanction

Sanctions

YC/AYC meet with parents
Student on report to YC
Referral to SEND for specialist intervention and support
Pastoral Support Plan (SENCo)

Internal Isolation/external exclusion
Isolation at social times
Referral to CMD Manager

Exclusion: Internal isolation/fixed-term exclusion/permanent exclusion

The purpose of the flow chart is to clarify school sanctions procedures for dealing with student misbehaviour and to promote consistency of approach. Stocks of all incident forms are kept in both staff room filing cabinets and both front offices, and can be accessed electronically. Year Co-ordinators have stocks of detention stickers; planner replacement sheets and Investigation Forms. All incidents are recorded on G04 schools by staff.

Stage 1 Sanction

Action taken by any member of staff where there is a misdemeanour at minor level.

Stage 2 Sanction

Action taken by class teacher, form tutor and staff around the school. A report is made to the YC and to the Curriculum/Subject Leader as appropriate.

Stage 3

Action taken by class teacher, form tutor, staff around the school with subsequent Curriculum Leader, Subject Leader, Year Coordinator. Stage 3 incidents are always referred to the LT line manager.

Student Incident Form

The Student Incident Form is yellow and is used for students to give an account of the incident. This form is also used for students who witness an incident.

Year Coordinator Investigation Form

This form is used by the YC to investigate the incident and makes recommendation to the LT line manager as to the course of action which is then discussed with the Head Teacher.

Isolation and Exclusion

The Head Teacher makes the decision to isolate or excluded a student following full investigation of the incident. In the absence of the Head Teacher this responsibility is delegated to the most senior Deputy Head Teacher.

Guidelines on Specific Sanctions

Detention

Students who make poor behaviour choices or fail to show adequate commitment to their learning may be given a detention. Students may be kept in detention after school for ten minutes without any notice and up to fifty minutes with at least twenty-four hours' notice. For a long detention, the class teacher will issue a note in the student's planner. This will need to be signed by the parent/carer and teacher. The purpose of the detention is to engender positive behaviour and therefore, learning activities undertaken during this time will be purposeful.
Students may also be detained for periods of time at break or lunchtimes. Should this happen students will always be given time to eat, drink and use the toilet facilities.

The purpose of detention is to modify behaviour and therefore activities undertaken during this time should be purposeful. They may include discussing the offence with the student; the student doing work missed in class or additional work.
Time wasting activities such as lines are not appropriate to the ethos of the school and work should not be destroyed in front of students. Class detentions generally do not meet the requirement that sanctions should be fair. Class detentions should therefore be avoided.

Confiscation

Confiscation is a disciplinary matter and should be carried out in order to prevent inappropriate behaviour and this should be reflected in the period of confiscation imposed. Most items should however, be available to the student at the end of the day (or at lunchtime in the case of food). If an item is confiscated, a note should be made on the student's Alert Sheet in her Planner. Students should be responsible for collecting confiscated items of clothing, jewellery and makeup at the end of the school day.

In cases of repeated behaviour a longer a period of confiscation may be appropriate. In any event, it is not considered reasonable for property to be held for more than one half term.

Confiscated items remain the property of the student and must be returned to the student to avoid the possibility of legal action regarding property possession being taken against the school. Staff must keep them on their person or in a locked container. All electronic items and associated equipment such as mobile phones, tablet devices, ear phones etc. are placed in the school safe, the following information should be included with the property:

a) to whom it belongs
b) when and by whom confiscated
c) how long confiscation should last

A letter will be sent to the parent/carers explaining that the item(s) have been confiscated for a period of up to 3 days and that that parent/carer is required to come into school to collect the item(s).

Articles which students should not possess such as cigarettes and alcohol should be given to Year Co-ordinators who will return them to the student's parent/carer during a meeting to discuss such inappropriate behaviour.

Illegal articles such as offensive weapons or drugs should be given to the Head Teacher who will contact the police and inform parents.

Exclusion

Only the Head Teacher can legally exclude a student. It is an extremely serious sanction and is applied only as a last resort after a series of incidents or for one very serious incident. When exclusion is carried out, the Governors are informed and parents have a right of appeal. Please refer to our Exclusion Policy.

Other means of behaviour modification

Report

Students may be placed on report by Subject and or Curriculum Leaders for specific subjects, or by Form Tutors, Year Co-ordinators, Deputy Heads or the Head teacher for more general concerns. A student may also request to be put on report. In all cases the Year Co-ordinator should be informed. The report may be used to monitor specific areas of concern such as attendance, class work or homework or to give feedback to a student trying to improve her behaviour. It is not a punishment it itself, but may be used to gather information leading to sanctions outlined above or determine other behaviour modification strategies.

Class reports may also be used to gather information, both good and bad, on a particular group that is giving concern. Again, the information will need to be acted upon.

Behaviour Contracts

Students with specific behavioural difficulties may benefit from a behavioural contract
Which may be drawn up for a specific lesson or for general behaviour in school. The Year Co-ordinator must always be involved in setting up a behaviour contract which should follow these guidelines. It should:

a) be specific, realistic and achievable by the particular student
b) be negotiated with the student and often also with her parent
c) have a review date not more than six weeks in the future
d) have agreed rewards for success and agreed sanction for failure
e) Be signed by all involved in its drawing up and all should be given copies.

Rewards

Students are rewarded for outstanding work, effort and achievement and their efforts are recognised in assemblies and by award of the Plashet Rewards in the form of the Plashet Blue, (1st Award) Plashet Green (2nd Award) and the Plashet White (3rd Award). These are awarded each term for students in each form class and year group. The Plashet Star is the Head Teacher's award presented at the end of each summer term for the student with the highest number of points in each year group. Go4 schools is the system used to record points and awards. Students wear their Plashet Reward Pins with pride.

Staff Development and support

We committed to continuing Professional Development in the school. Newly Qualified teachers, Beginner teachers, and new staff receive training as part of the School's Induction programme and the school's staff learning and development programmes.

All teachers, including those joining the school mid-year receive training on behaviour management and intervention on an on-going basis. Support is available through borough specialist services, CPD, INSET and regular Line Management meetings.

Monitoring

All staff have a responsibility to ensure that the behaviour policy followed and to promoted good behaviour in the school. Form Tutors and Year Coordinators are responsible for overseeing all behaviour management issues in their form classes and year groups. Year Co-ordinators ensure that all incidents are recorded, appropriate intervention implemented and the situation monitored. All Year Teams are overseen by a member of the Leadership team.

The Headteacher, in consultation with the staff will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.

The outcome of the review will be communicated to all those involved, as appropriate.