

Code of Behaviour

We are a community of students and adults working together and it is essential that together we create and maintain a purposeful working atmosphere.

We demand high standards of behaviour and are consistent in our expectations. We expect users to value our school and develop respect for themselves and for each other. We expect high standards of honesty and trustworthiness. Our school rules are explicit; parents sign a copy of the school rules before their daughter is admitted to the school and support us in these expectations. Our policy is based on the three principles of clarity, consistency and accountability.

Movement around the school

Students are expected to walk, not run and to keep to the left in corridors and on staircases. They must be aware of congestion and be prepared to stand to one side rather than push through. Students should talk, not shout in order to maintain an acceptable level of noise around the building.

The school environment

Students should only eat and drink in the designated places and at the right times, as published and displayed in form rooms each year, and must use the litter bins provided in classrooms and outside. Teaching staff are on duty at rec. and lunchtime supervisors during the lunch hour to ensure compliance. Chewing gum is prohibited. It is important to create and maintain a pleasant environment within the classroom. Tutor groups and departments are encouraged to have 'ownership' of their areas and ensure that the rooms and furniture are in good order and that any necessary maintenance is immediately reported. Classroom display is important in the creation of an attractive environment and fosters the sense of ownership. Additionally it increases students' self esteem and helps them to value the work of others.

Outside the school

Students need to understand that they are the school representatives and that the school's reputation depends upon them.

In lessons

The lesson needs to begin punctually and students should stand to greet the teacher when s/he enters the room.

Students are to be silent when the register is being taken or whenever the teacher or another student is addressing the class.

Every teacher will demand high standards in terms of the quality and presentation of work and of behaviour in the classroom. Unacceptable behaviour will be dealt with by the behaviour routines outlined in the diary - see attached.

Any student leaving the class must take her diary, signed and dated with the reason.

It is important to provide a range of opportunities for praise or reward accessible to students of all abilities. Verbal praise is the most immediate response either in the classroom or more publicly in assembly. Positive and constructive comments when marking reinforce the value of the work, which can be further praised by showing it to the Form Tutor, Head of Department or a senior member of staff. Displays of students' work are also valued. Contact with parents via the diary or at parents' meetings is often appreciated.

Girls are given praise stickers to reward good behaviour, effort or achievement. There are a variety of rewards that relate to the number of praise stickers given (see attached).

In addition, termly letters are sent for 100% attendance and punctuality, with certificates given for 100% attendance and punctuality in a year, and prizes and certificates are given at the annual prizegiving for consistent effort and achievement.

It is essential that school rules are adhered to and consistently applied.

Breaches of discipline are dealt with in the following ways:

- Problems with students in class should initially be dealt with by the class teacher using appropriate sanctions e.g. detention after school. Where a detention has been imposed guidance from *DfEE circular 10/99* should be followed:
 1. Parents must by law, be given 24 hours written notice of the detention; in practice this will mean a parent hearing more than a day in advance. For example, a detention imposed on a Monday, the earliest that detention could take place would be after school on the Wednesday. This ought to allow enough time for parents to make reasonable arrangements for transport if necessary.
 2. The reason why the detention was given.
 3. When, where and for how long the student will have to remain at school.
- Immediate reprimand can avoid repetition or escalation
- If the problem persists the Head of Department should be asked to intervene. A telephone call, letter home to the parent, a warning or a detention could be used as appropriate.
- If the Head of Department needs further action to be taken the student should be referred to the Assistant Head using the Cause for Concern form. A copy of this is added as an appendix.
- The Assistant Head will take action and keep the Head of Department and class teacher informed.
- If necessary the Assistant Head will refer the student to a Deputy Head or the Head Teacher.
- A tutor monitoring the homework diary may refer a student to the Assistant Head if there is a variety of complaints from different subject areas.
- If students display extremes of antisocial behaviour e.g. violence, racism or swearing they should be referred immediately to a member of the SLT (Senior Leadership Team).
- Members of staff should document referrals using a Cause for Concern form. This helps the AH, DH and HT to deal with the incident effectively and provides documentation for the student file.
- A report book is used when there is general concern about work or behaviour. The Form Tutor or Assistant Head signs this daily and Parents also sign it each day. Students may also be on report to the Head or one of the Deputy Heads. A Governors' report may be used where there is more serious concern.
- Assistant Heads, Deputies or the Head may also use draw up a Pastoral Support Plan to use with specific students. A copy of this is added as an appendix.
- **Exclusion – (guidance taken from DfEE circular 10/99).** Only the Head can exclude a student from school. Exclusion **cannot** be used for minor incidents such as failure to do homework, poor academic performance, lateness, truancy, breaching school uniform policy including hairstyles or wearing jewellery.
- Swearing, fighting, making racist remarks, bringing offensive weapons or prohibited drugs into school will result in immediate exclusion.
- The period of exclusion should be for the shortest time possible.
- In all cases of more than a day's exclusion, work should be set and marked.

The details of how to deal with behavioural incidents are displayed in classrooms and in the diary. They are attached to this policy.

Bullying is unacceptable. Students are encouraged to report any incident of bullying and it is dealt with most seriously.

The school pursues an active anti-smoking campaign, and in consideration for the health and safety of the community, students of statutory school age are not permitted to bring cigarettes, lighters or matches onto the school premises. In consideration for the safety of students the school currently allows them to bring mobile phones to school. Once in school phones must be locked in the student locker throughout the school day. Phones will be confiscated if they are used in school during the school day.

The school is committed to tackling drug and substance misuse among young people. We currently follow DfES guidelines and have a Drugs policy to which parents, governors and staff contributed.

Teachers and non-teaching staff authorised by the Head to have lawful charge of students may use such force as is reasonable to prevent a child from doing any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to maintaining good order and discipline

There is no legal definition of reasonable force, but it may only be used if the circumstances warrant it, and the degree of force must be in proportion to the circumstances of the incident. Corporal punishment may not be used.

The type of circumstances in which force might be used include students fighting, deliberate damage or vandalism, where there is risk of damage or injury, or when a student persistently behaves in such a way that is seriously disrupting a lesson. Intervention may take the form of physically interposing between students, touching, holding, pushing, pulling or leading, or shepherding a student by placing a hand in the centre of the back.

The Head or member of SLT (Senior Leadership Team) should always be informed immediately orally, and then followed up in writing, if any force has been used. Parents will be informed of the circumstances of the incident.

It is important that a record of any incident that gives cause for concern about the behaviour of a student is noted, and the action taken is recorded in detail and kept in the student file. Staff directly involved with the student, the Form Tutor, Subject Teacher and Assistant Head must be kept informed. The Senior Team share concerns and keep the Head informed of any areas of difficulty or concerns in order to prevent the escalation of any incidents.

Revised from range of published information - 1994/95

Further amendment - January 1996

July 1999

September 2000

May 2001

April 2007

PUPIL CAUSE FOR CONCERN

NAME:

FORM:

DATE:

INCIDENT / CAUSE FOR CONCERN:

REASONS FOR CONCERN:

ACTIONS TAKEN BY:

REFERRED TO / INFORMATION ONLY:

(Delete as appropriate)

SIGNATURE:



B) By Parent/Guardian

No.	Target	Timescale	Done

C) By School

No.	Target	Timescale	Done

D) By Other (please specify)

No.	Target	Timescale	Done

5. Rewards/Sanctions

6. Agreement

'We the undersigned agree with the above targets and actions. We are willing to co-operate and make every effort to ensure the successful completion of the pastoral support plan.'

A. Student		Date	
B. Parent/Guardian		Date	
C. School		Date	
D. LEA rep.		Date	
E. Other		Date	

PASTORAL SUPPORT PLAN

FORMAL REVIEW STATEMENT SHEET

Student Name: Tutor Group: Date:

1. Student

2. Parents

3. School

4. Other

Proposed finishing date

Signed:

Student _____ Date _____

Parent _____ Date _____

School _____ Date _____

Other _____ Date _____

PASTORAL SUPPORT PLAN

END SHEET

Student Name: Tutor Group: Date:

1. End of plan statement

2. Continued action

Agreed:

Student _____ Date _____

Parent _____ Date _____

School _____ Date _____

Other _____ Date _____