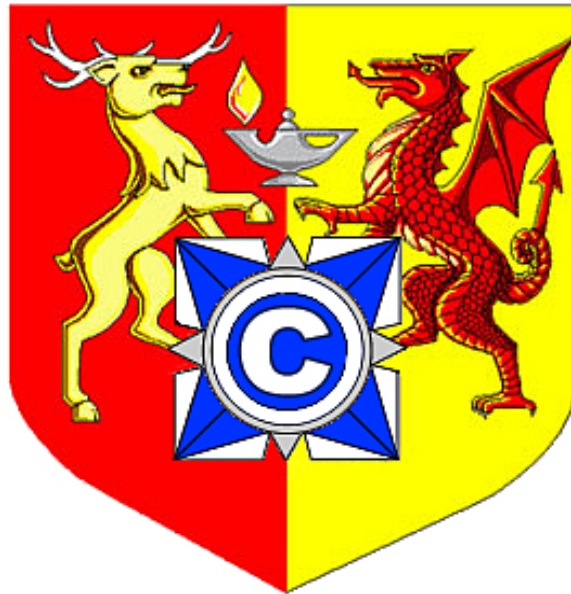


# Cantonian High School Ysgol Uwchradd Cantonian



## Behaviour Policy

February 2010  
Revised May 2010  
Revised January 2011

*"Cantonian celebrates diversity and is committed to working towards equality regardless of race, age, gender, faith, sexual orientation, language or disability. It strives to create an inclusive culture in which every individual, regardless of ability and background, is enabled to participate and is valued as a member of the school community. We therefore promote positive approaches to difference and foster respect for people of all cultural backgrounds. The school complies with the Equalities Act 2010 and references to older legislation in school policies will be amended to reflect this as and when they are renewed"*

*All policies are available on request in large print format or translated into Welsh or community language*

This policy was adopted by Governors on 09 February 2011

## **Contents**

This policy sets out the whole school behaviour policy, completed following consultation with **all** members of staff. It contains guidelines for staff on:

- Rewards
- Sanctions
- Support for staff
- Strategies
- Monitoring / Evaluation of pupil behaviour

APPENDIX I – CONDUCT FOR LEARNING (displayed in each classroom)

APPENDIX II – WITHDRAWAL ROOM POLICY / PROCEDURES

APPENDIX 111 – LEARNING HOUSE (previously referred to as Inclusion Unit)

APPENDIX IV – CANTONIAN SCHOOL UNIFORM (years 7 – 11)

APPENDIX V – HOME SCHOOL AGREEMENT

APPENDIX VI – TRAVEL BEHAVIOUR CODE

## **Whole School Behaviour Policy**

The school seeks to create an environment in which effective teaching and learning can take place. The principles underlying this Behaviour Policy are based on respect.

- Respect for self
- Respect for others
- Respect for the environment
- The policy seeks to put into practice the shared values of the community.
- The school community consists of students, school staff and the wider community.

## **Respect for Self**

Everybody should:

- Behave in a sensible and appropriate manner

## **Respect for Others**

Everybody should:

- Allow others to learn and teachers to teach
- Treat everybody with consideration and good manners
- Respect the right of others to hold their beliefs and opinions
- Keep to and enforce the school dress code
- Help to prevent all forms of bullying
- Behave with the health and safety of others in mind
- Behave helpfully and responsibly

## **Respect for the Environment**

Everybody should:

- Treat their own property and the property of others with care
- Treat the school buildings, contents and grounds with care
- The school promotes good behaviour by displaying the Conduct for Learning posters, agreed by students, parents, school staff and governors, in all teaching rooms and around the school (see Appendix I).

## **Respect for our Community**

Everybody should:

- Enter and leave school on the paths. The road is for cars and buses.
- Walk around the building. Do not run.
- Do not leave the site during the school day unless you have written permission.
- Walk on the left in corridors and on the stairs.
- Hold doors open for others.
- Adhere to Travel Behaviour Code whilst travelling to and from school and during the school day (see Appendix VI).

## **Equipment**

Everybody should:

- Have the correct equipment for every lesson.
- Respect the school buildings and the school equipment

## **All members of the school community will:**

- Walk on the left in corridors and on stairs.
- Show courtesy by holding doors open.
- Eat food and drink only in the permitted areas.
- Avoid inappropriate physical contact.
- Keep the B Block Office area and main doorway area free for visitors.
- Show consideration for our neighbours by not blocking the area outside the school.
- Follow the Health and Safety regulations on the school site.
- Treat the decoration of the building sensibly at all times.
- Adhere to Travel Behaviour Code (see Appendix VI).

## Rewards

Praising students will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement;

and should be given when:

- it is above the standard for that group (class, form, year, school)
- it is above the standard for that student
- it is of a consistently good standard – this one often gets missed

We should avoid giving rewards:

- as bribes eg; for classroom control
- on demand
- in a way which causes embarrassment
- in a way in which devalues their worth to others (eg; over-use)

Types of reward include:

- Positive comments in class and / or reinforcement at end of lesson.
- Using the student journal effectively, e.g. merit system – this is a way of letting both form tutor and parents know.
- The use of the journal needs to be ongoing by staff, students and parents.
- Positive comments on SIMS.
- Praise Cards.
- A letter home to parents.
- Parents' Evenings / Mentor Days – use these as a means of praising where appropriate.

## **Sanctions**

The school has agreed standards of behaviour with students and parents because it believes that good and thoughtful behaviour is essential for effective learning. We seek to prepare students to take their place in society. Students do not always conform to these agreed standards and a system of sanctions is therefore required. The school may seek reparation in whatever form to reimburse loss.

Sanctions can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- below the standard expected by the school
- below the standard of that student
- of a consistently poor standard

We should try to avoid:

- Negative comments – especially about the person
- Punishing a whole group
- Inconsistency
- Threatening and not carrying through those threats
- Imposing excessive sanctions
- Referring a student with a request for a specific sanction to be imposed e.g; I want David put on detention
- Aggressive shouting
- Put downs and sarcasm
- Ridicule or humiliation
- Causing intentional embarrassment
- Labelling the child instead of confronting their action and behaviour

### **What Sanctions Can We Use?**

- Make our disapproval clear – by a look, by talking to the student, by showing our disapproval in front of others.
- Insisting that work is repeated / completed or that extra work is done. Always give a deadline and check.
- Students should be moved in class if their present position is influencing their ability to learn or influencing the learning of others.
- Threatening or using the learning journal to record information which we wish to pass on to the Form Tutor or parents / guardians.
- Meet with student and refer to Learning Leader or Transition Leader to discuss future conduct.
- Enter the inappropriate behaviour on SIMS and take action, e.g. setting a departmental detention.
- Follow departmental 'parking' procedure.
- HOD sends student from lesson to Withdrawal Room (see Appendix 11).
- Student referred to Form Tutor, Learning Leader or Transition Leader.
- Contact with home if approved with Learning Leader / Transition Leader.

There are higher levels of sanction, which may be imposed after consultation with appropriate staff:

- Withdrawal of privileges
- Place on report
- Internal exclusion (Inclusion Unit: see Appendix 111).
- Ask parents / guardians to come in
- After school detention
- Lunchtime detention doing community activities
- Reparation may be sought for wasting school / staff time
- Fixed term exclusion
- Permanent exclusion

Exclusions are the sole responsibility of the Headteacher, and will not be undertaken without full supporting paperwork and written statements from all parties concerned.

## **Support for Staff**

It is important to remember that all members of staff work collectively to ensure and maintain the highest standards of behaviour.

Support is available at every stage and in every situation. Rather than working in isolation it is much better to seek help and use the procedures that exist. A number of staff will have dealings with a given student or group of students and there will be information available that could prove useful in assisting your classroom management.

Use of the Form Tutor as a point of contact may prove beneficial as they can provide a wide overview of a student's behaviour. The student's Learning Leader or Transition Leader will have a range of subject specific approaches. The Inclusion Room Manager may be able to suggest sanctions and assist in the writing of Individual Behaviour Plans (IBPs). Any member of SMT can be approached to provide support and to discuss an issue.

Enlisting a senior colleague to visit and observe can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.

Staff can be assisted in their work by related INSET. SMT should be contacted about what possibilities exist.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school and move us towards being an institution where all students know what is expected of them.

## **Strategies**

### **Procedures – Strategies for Promoting Good Behaviour**

We firmly believe in an active partnership between parents and school.

- Adhere to Home School Agreement (see Appendix V).
- Praising students for good behaviour (e.g. merits, praise cards, letters home, notes in learning journal)
- Broadcasting information about successful events e.g. via assemblies
- Regular assemblies which help to promote good behaviour
- Staff being visible around the school, being seen to be interested in the students and in good self discipline
- Learning the names of students to let them know they belong
- Displaying examples of good student work
- Offering a wider range of extra curricular activities
- Rewarding good behaviour as appropriate
- Employing a flexible approach to the curriculum to attempt to meet the needs of all students
- Pleasant school environment
- Adults' role as role models
- Creating calm and orderly movement around the school, ensuring pupils keep to the left
- Providing students with opportunities to promote the values which they regard as important
- Class discussion / reinforcement of good behaviour in form time
- Use of professional and positive language when dealing with students
- Aim for self-discipline. Help students by providing a checklist relating to positive expectations
- Setting positive targets

### **Procedures – Strategies for Discouraging Poor Behaviour**

There is a range of strategies used for discouraging poor behaviour.

- Adhere to Home School Agreement (see Appendix V).
- Conduct for Learning posters
- Regular assemblies
- Staff being visible around the school, being seen to be interested in the students and in good self discipline
- Learning the names of students to let them know they belong.
- Directing / encouraging students to be involved in extra curricular activities
- Detentions
- Counselling / punishing poor behaviour, not the child but their action
- Pleasant school environment and suitable organisational strategies
- Seeking information and support from students
- A rapid response to bullying when this is identified
- Use of parents and external agencies
- Use of tutor group time and mutual support amongst peers
- Adults as role models (e.g. punctuality, standard of dress etc.)
- Creating calm and orderly movement
- Providing students opportunities to identify undesirable behaviours
- ALL staff will be provided with an opportunity to identify undesirable behaviours through the evaluation and monitoring of this policy
- Annual review of student grouping by Learning / Transition leaders

- Daily truancy / late / attendance checks and action

## **Monitoring**

Monitoring is carried out in formal and informal ways by staff:

- Interviews / 'phone calls / letters to parents
- Registration / lates
- Record of exclusions – SMT
- Record of those sent to withdrawal room – SMT / Heads of Departments
- Comments in learning journals – Form Tutors / other staff
- Referral to outside agencies – SENCO / Inclusion Room Manager
- Students on report – Learning / Transition leader / SMT
- Incidents will be recorded either on paper or on SIMS, whichever is most appropriate
- Additional Learning Needs (ALN) Register
- Key Stage Assessments
- Interim Reviews
- Annual Reports
- Pastoral Support Plans
- Connors assessment tool (BESD students)
- Educational Psychologist assessment
- Medical information
- Direct observation of student behaviour in / out of lessons
- After school detention records

## **Evaluation**

The policy will be annually reviewed by all staff and students via Staff Consultation, the Conduct for Learning working party and the School Council. Alterations will be implemented as necessary.

Criteria for evaluation will include:

- Students' involvement in, and commitment to, the behaviour policy
- Effects of behaviour on the quality of learning
- The extent to which students demonstrate good habits of work and behaviour
- Students' self-discipline and self-esteem
- Attitudes to one another, to school staff (teaching and non-teaching) and to visitors
- Aggressive behaviour or bullying

Policy Review Date: September 2011

# CONDUCT FOR LEARNING

Respect

Walk

Talk

- Respect
- Be on time
- Ready to learn
- Let others learn
- Try your best

# PUPILS LESSON ROUTINE

- Pupils will enter calmly and sit to a seating plan
- Eating, chewing or drinking are not allowed in classrooms
- Bags and coats will be removed before entering the classroom
- Mobiles, I Pods etc must be switched off and put safely in bags
- Diaries will be placed on desks to record homework and merits
- Pupils will put their hands up to ask or answer questions
- Please stay in your seats unless instructed otherwise
- Pupils are not allowed out of lessons
- Equipment will be packed away only when the teacher says
- Put coats on when your teacher tells you
- Please leave the room in a calm way

# TEACHERS LESSON ROUTINE

- Where possible teachers will meet pupils at the door
- Coats and bags will be taken off before entering the room
- An attendance register will be taken when pupils are quiet
- Pupils will sit to a seating plan
- Teachers will let pupils answer questions when they have put up their hand
- Teachers have high expectations of their pupils
- Teachers will show consistency and fairness in applying rules
- Teachers will not allow pupils out of lessons except in emergencies
- Teachers will provide a note if any pupil needs to be out of lesson
- Pupils should be told to pack away in good time
- Teachers should ensure that pupils leave in an orderly way if the corridor is clear

## REWARDS IN THE CLASSROOM

- Smile
- Verbal Praise in a variety of forms to suit child
- Merit stamps – Reward shop
- Praise cards

## CONSEQUENCES OF POOR BEHAVIOUR

- Verbal warning
- Move to a different seat
- A short detention
- Referral to Head of Dept
- Whole School Detention on the Wednesday of the next week
- Removal from lesson
- Withdrawal Room

# DETENTION

- Last year the Conduct Group sought to raise the status and importance of detention, to work together in order to show our disapproval of poor behaviour by pupils
- The whole staff detention which took place in hall with seven staff supervising on a rota basis meant that staff did approx one detention per half term
- The system needs clear criteria for giving a detention. It must be fair and we must ensure that numbers don't become unmanageable
- It was decided by staff that detention would be given for the following

## CRITERIA FOR SETTING A DETENTION

- If a pupil is disrespectful, rude or aggressive to anyone
- If a pupil damages property
- If a pupil throws an object in class
- If a pupil continues to disrupt the lesson after a warning and moving seat
- If a pupil refuses to follow a reasonable request three times
- If a pupil absconds from the lesson or refused to go to another classroom

# DETENTION FORMAT

- Pupil is issued a detention via letter to parents / carers, for the next week this is generated by Serco
- **Detention 1** – Wednesday until 3.30
- Failure to attend this detention means that pupils are collected or brought to hall for
- **Detention 2** – Thursday until 3.45
- Refusal to comply with teacher / conduct manager regarding D.2 collection constitutes non-compliance and is referred to SMT
- If the Detention System is to function we need a small group to oversee the organisation

## CATCH UP TIME

- Only important 'offences' should merit detention, therefore teachers may like to use a different term for minor matters
- For example not doing work, silly behaviour etc
- This is referred to as CATCH UP TIME ie we are giving them more of our time to help them catch up missed work
- Lesson 2, 4 and 5 for five mins: lesson 1 and 3 pupils would need to return at lunchtime

## Appendix II

### Withdrawal Room Policy / Procedure

The Withdrawal Room is operated and staffed by Heads of Department (HODs) and is a sanction which can only be employed by HODs / Transition Leaders / School Improvement Co-ordinators(SICs) / SMT. Its purpose is to provide alternative provision for students who are disrupting a lesson, thereby preventing themselves and others from learning.

Most HODs have agreed to volunteer one free period each week to staff the Withdrawal Room. A timetable is drawn up each September by a member of SMT.

Students are expected to spend one lesson in Withdrawal, except in exceptional circumstances, and to return to normal lessons thereafter.

Students in the Withdrawal Room are being removed from their peers, not from the National Curriculum. They must either:

- Complete work set by the class teacher
- Complete coursework (KS4)
- Complete work set by the staff member in the Withdrawal Room (resources available in cupboard)
- Students refusing to work in the Withdrawal Room will be required to stay for an additional lesson; two lessons refusal initiates an after school detention

### Staff Procedure

If classroom sanctions fail:

- First use departmental 'parking' to remove the student from your lesson.

If this fails:

- Refer student to your HOD / the relevant Transition Leader (if HOD unavailable), who will make a referral to the Withdrawal Room.

If a student from your lesson is sent to Withdrawal, you **must**:

- Issue a departmental detention
- Enter details of the incident on SIMS immediately, so these details can be accessed by the member of staff in Withdrawal at that time.

## **Appendix III**

### **The Learning House (previously referred to as Inclusion Unit)**

The Learning House is a provision which seeks to enable pupils who would otherwise face exclusion to remain part of the school community.

Please refer to Learning House documentation for full details.

Typical pupils in the Learning House are those who repeatedly ignore school rules, repeatedly abscond from lessons, appear immune to normal school sanctions, or who have committed relatively serious offences. (Offences which pose a danger to self or others will continue to result in exclusion, either fixed-term or permanent, at the discretion of the Headteacher).

The curriculum will cover any subject areas deemed appropriate by SMT, and will also involve support provision e.g. anger management / self esteem lessons from suitably trained members of staff.

Pupils will be given a variety of activities to undertake, which will be aimed at stimulating participation and the acquisition of wider skills, as well as social and behavioural skills.

Outside agency support will continue to be sought for pupils with BESD where appropriate. Any trips outside school must be educational, and will not take place unless consistently good behaviour has been demonstrated by all pupils.

Pupils will be referred to the Learning House for a fixed period. After this time, a phased return to mainstream will take place. Continued failure to function in the mainstream may well result in longer placements in the IU.

Referrals to the Learning House are discussed with parents.

The Headteacher may issue a fixed-term exclusion if students are placed back in the mainstream and once again fail to comply with school rules.

## Appendix IV



# YSGOL UWCHRADD CANTONIAN HIGH SCHOOL

## School Uniform (Years 7 to 11)

All children are expected to wear the school uniform, which is listed below. **The 'polo' t-shirt and sweatshirt may be purchased from Joyell of Whitchurch or CK Sports of Crwys Road** (no other suppliers have our official uniform).

- School Jumper:** Black jumper or cardigan **with the school badge** embroidered on it, only available through the school suppliers, Joyell of Whitchurch or CK Sports. Jumpers may only be worn **over** polo shirts, not alone. Coloured tops / sweaters / cardigans / 'hoodies' are not acceptable. Plain black cardigans are also unacceptable.
- School Polo Shirt:** Short-sleeved 'polo' shirt in royal blue with the school badge embroidered on it, only available through the school supplier. This may be worn without the sweatshirt or jumper in the summer.
- Trousers or skirt:** Traditional-style, plain navy-blue or black. Skirts to be worn at knee-length. Denims, jeans, cut -offs, cargo pants, "skinnies" or any other style than traditional are not acceptable. Please note that if belts are worn, they must be plain black.
- Shalwar Kameez:** Young ladies wishing to wear **Shalwar Kameez** need to note that it must be made up in very dark navy blue or black. The school badge must be obtained from Joyell and sewn to the top. Sweatshirts or school jumpers must be worn on top in cold weather. **Hijab**, if worn, should be of a plain colour: black, very dark navy blue, very pale blue or white. All other uniform should comply with the requirements.
- Coat:** A plain black or navy-blue coat, raincoat or jacket. (Not suede, leather, denim or with visible logos.) This is to be removed in lessons. Hats and caps are not permitted to be worn in the school building.
- Shoes:** **Plain black footwear – NOT TRAINERS OR OPEN SANDALS.**
- Socks:** Plain white, black or navy socks. Plain black or flesh coloured tights. Please note that if skirts are worn, tights or socks must also be worn.

## Jewellery (All Years)

The only jewellery allowed in school is:

- **One** small signet ring.
- **One** small pair of **stud** earrings (one stud in each ear-lobe).
- **One** wrist watch.

**No necklaces, bracelets or anklets, facial, or other visible body piercings are permitted.**

The reasons are:

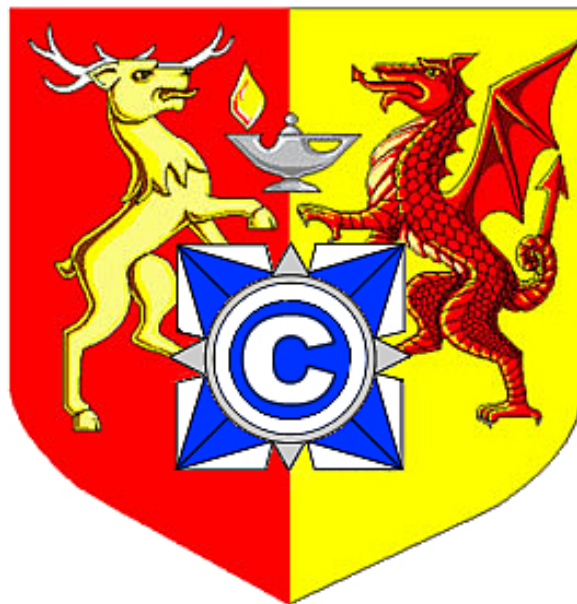
- We cannot be responsible for personal property.

- **Large rings, earrings and body piercings can be a serious safety hazard!**

These rules apply at all times to both boys and girls and we enforce them strictly.

**Continuing to wear unacceptable jewellery after a warning will mean that it will be confiscated.**

# Cantonian High School Ysgol Uwchradd Cantonian



## Home School Agreement

## EXPECTATIONS

### INTRODUCTION

Pupils have the right to receive their education in a happy, safe and orderly environment so that they can use their talents to the full. Teaching and non-teaching staff have the right to work in a happy and orderly environment so that they can do their jobs well. Every individual has the responsibility to make sure that everything they say and do contributes to this. People are the most important part of any community including our school community.

#### **Pupils are expected to –**

Show care, courtesy and consideration in dealing with other people in the community, with a special consideration for those less fortunate than themselves.

### ATTENDANCE AND PUNCTUALITY

Good attendance and punctuality are essential for learning.

#### **Pupils are expected to –**

Attend every day and be on time for school and lessons and avoid loitering in areas that will make them late; bring a note from their family immediately following an absence; bring a note in advance of a pre-arranged event e.g.: dental appointment, hospital visit, etc. Every effort should be made to avoid holidays in term time, and permission should be sought in writing from the Head Teacher.

### APPEARANCE

Pupils should take pride in their identity as a pupil of Cantonian High School.

#### **Pupils are expected to –**

Attend school in full school uniform and conduct themselves with dignity and self respect to reflect well on themselves, their families and the school.

### IN THE CLASSROOM

This is the centre for learning and where potential will be fully realised.

#### **Pupils are expected to –**

Enter calmly and sit to a seating plan; not to eat, chew or drink; remove their bags and coats before entering the classroom; switch off mobiles, I Pods etc and put safely in bags; place their learning journals on desks to record homework and merits; put their hands up to ask or answer questions; stay in their seats unless instructed otherwise; stay in lessons; pack away only when the teacher says; put coats on when the teacher tells them and leave the room in a calm way.

### CLASSWORK, COURSEWORK AND HOMEWORK

Work undertaken in class or at home are responses to teaching and are important in the learning process.

#### **Pupils are expected to –**

Do their best; be on time and ready to learn. Let others learn and try their best. Pupils should complete and hand in work set by the date and time agreed with the teacher;

ensure that all work missed through absence is completed; organize coursework and homework and use their Learning Journal to plan work completion.

### BREAK TIME AND LUNCHTIME

These are times for all members to relax in a safe and happy atmosphere.

#### **Pupils are expected to –**

Create an atmosphere which is friendly and secure by avoiding hurt to others by word or deed; use only A and B Block yard and remain on the school site; keep away from parked cars at all times and never pass between them when moving from one part of the building to another; keep all ball games to the field.

### SCHOOL HALL, NEUADD DAVIES AND CANTEEN

These areas have several uses. It may be for assemblies, examinations, teaching or PSE activities or eating lunch and break.

#### **Pupils are expected to –**

Be respectful and orderly during assembly times; cooperate with staff during lunch and break times so that meals can be taken in an orderly manner; make sure that the areas are kept free from litter and that all food and food containers are disposed of safely and hygienically.

### SCHOOL BUILDING

The school building makes up our learning environment.

#### **Pupils are expected to –**

RESPECT the environment, including the displays of art work; WALK and not run; TALK and not shout.

### PROPERTY

Everybody has the right to expect that their property needed for school is to be respected and be safe from damage and loss.

#### **Pupils are expected to –**

Bring only those items that are needed for learning; mark their property clearly with their names; leave all valuable items and larger sums of money at home. Never damage or take property of others and borrow only with the owner's permission and never bring to school any item which may harm another.

### TRAVELING TO AND FROM SCHOOL AND DURING THE SCHOOL DAY

Everyone has the rights to be safe, treated fairly, not bullied or picked on during their journey to school. Everyone has the right to tell someone to tell if there's a problem.

#### **Pupils are expected to-**

Respect others, be polite, not to drop litter and obey the law. For their own safety they are expected to always behave, follow driver instructions and not distract drivers, cross roads sensibly and travel by a safe route.

### SCHOOL TOILETS

Pupils are expected to show respect for others by keeping the toilets clean and free from graffiti. Smoking is banned by law on the school premises.

The following is a list of Expectations and Sanctions. These are to be reviewed regularly by the Student Council, Staff – teaching and non-teaching, parents and Governors.

**EXPECTATIONS AND SANCTIONS**  
**‘The Best from each, Success for all’**

If a pupil lives this statement, they will easily meet our school expectations. However, if a pupil chooses to misbehave, sanctions will be used as detailed below:

<b>Expectation</b>	<b>Sanction</b>
<p><b>Classroom</b> Pupils are expected to apply themselves to their learning and not to disrupt the teacher from teaching or other pupils’ learning.</p>	<p><b>Staff to record on Sims.</b> <b>Verbal Warning / move to a different seat / short detention / referral to Head of Dept.</b> <b>Continued disruption - After school detention / removal from lesson / withdrawal room.</b> <b>Extreme disruption – withdrawal / parents informed / External exclusion likely.</b></p>
<p><b>Responding to staff</b> Pupils are expected to follow staff instruction without debate or comment.</p>	<p><b>Staff to record on Sims.</b> <b>Detention issued / Internal exclusion.</b> <b>In extreme circumstances external exclusion.</b></p>
<p><b>Uniform</b> School uniform is compulsory. Pupils are expected to wear the correct uniform as stated in their learning Journal and school prospectus.</p>	<p><b>Staff to record on Sims.</b> <b>Where possible item to be confiscated. Letter home.</b> <b>1<sup>st</sup> offence – item returned at the end of the day</b> <b>2<sup>nd</sup> offence – item returned within 5 days</b> <b>Persistent offence – item returned when parent collect</b> <b>Extreme circumstances – pupils to be isolated in internal withdrawal</b></p>
<p><b>Punctuality</b> Pupils are expected to arrive on time to registration and lessons.</p>	<p><b>Staff to record on Sims.</b> <b>Detention issued by FT or class teacher.</b> <b>Progressive sanction – Punctuality report.</b></p>
<p><b>Movement around the building</b> Pupils should move around the building in an orderly fashion and with consideration to others.</p>	<p><b>Staff to record on Sims.</b> <b>Detention.</b></p>
<p><b>Chewing / Eating</b> Pupils are allowed to consume food at break time/ lunchtime, but not in the corridors or classrooms.</p>	<p><b>Staff to record on Sims.</b> <b>Confiscate food.</b> <b>Detention by class or form tutor.</b> <b>Detention by LL or TL.</b></p>
<p><b>Litter</b> Pupils are expected to put their litter in the bins.</p>	<p><b>Staff to record on Sims</b> <b>Detention issued.</b> <b>Litter collecting task undertaken.</b></p>

<b>Graffiti on books / walls / other surfaces</b> Pupils are expected to respect their environment and books.	<b>Staff to record on Sims.</b> <b>Pupils to contribute to / purchase / repair.</b> <b>Parents informed.</b> <b>In extreme circumstances internal exclusion / external exclusion.</b>
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<p><b>Bad language to a pupil / staff member</b> Pupils are expected to show respect to others.</p>	<p>Staff to record on Sims. To a pupil – Detention To a member of staff – sent to LL / TL For investigation. Internal exclusion. External exclusion likely.</p>
<p><b>Off premises</b> Pupils are expected to stay on site before/ during school for their own safety.</p>	<p>Staff to record on Sims. 1<sup>st</sup> offence – letter home 2<sup>nd</sup> offence – phone call, letter home 3<sup>rd</sup> offence – internal exclusion</p>
<p><b>Fighting</b> Pupils are expected to respect each other and not physically harm anyone.</p>	<p>Staff to record on Sims. First Aid priority then investigation. Verbal warning. Parents informed / Internal exclusion / External exclusion / possible Police involvement.</p>
<p><b>Bullying</b> Pupils are expected to respect others and not cause any injury / insult. Pupils are encouraged to tell.</p>	<p>Staff to record on Sims Investigated by LL / TL Progressive sanctions – internal / external exclusion. Possible removal from school.</p>
<p><b>Alcohol</b> Pupils are expected to abide by the law.</p>	<p>Staff to record on Sims Isolate pupil. Seek TL / SMT. Phone home. Exclusion likely.</p>
<p><b>Possession of illegal substances</b> Pupils are expected to abide by the law.</p>	<p>The Governing body regards this as a very serious matter requiring a strong sanction. External exclusion - possibly permanent. Police contacted.</p>
<p><b>Detention</b> Pupils are expected to report for detention when directed.</p>	<p>Staff to record on Sims Failure to attend detention – letter home, detention time increased. Persistent offence – internal / external exclusion.</p>
<p><b>Mobile phones</b> Pupils are allowed to bring mobile phones to school at their own risk. Pupils should not use their phones in the building – with the exception of the canteen. Theft of phones will not be investigated as they are brought to school at their own risk.</p>	<p>Staff to record on Sims. Items will be confiscated, clearly marked. Letter home. 1<sup>st</sup> offence – item returned at end of day 2<sup>nd</sup> offence – item returned within 5 days Persistence offence – item returned when parent collect Extreme circumstances – pupils to withdrawal – internal exclusion / external exclusion</p>
<p><b>Theft</b> Pupils are expected to abide by the law, respect other peoples' property and not steal.</p>	<p>Staff to record on Sims Pupils / Staff should report to LL / TL  Exclusion is very likely Police informed if necessary Items returned / replaced</p>

<p><b>Mis-use of ICT</b> Pupils are expected to use ICT facilities as directed by staff</p>	<p><b>Staff to record on Sims.</b> <b>Access to un-authorized sites not relevant to learning – locked out, verbal warning.</b> <b>Persistent offenders – internal exclusion.</b></p> <p><b>Access to unauthorised sites of sexual / violent nature or production of unacceptable material – internal exclusion / external exclusion. Police informed if necessary.</b></p> <p><b>Sharing of passwords – verbal warning, detention, progressive punishment.</b></p>
<p><b>MP3 Players / iPods etc</b> Pupils are allowed to bring such to school at their own risk. Pupils should not listen to music in the building. Theft of such items will not be investigated as they are brought to school at their own risk.</p>	<p><b>Staff to record on Sims</b> <b>Items will be confiscated, clearly marked.</b> <b>Letter home.</b> <b>1<sup>st</sup> offence – item returned at end of day</b> <b>2<sup>nd</sup> offence – item returned within 5 days</b> <b>Persistence offence – item returned when parents collect</b> <b>Extreme circumstances – pupils to withdrawal – internal exclusion / external exclusion</b></p>
<p><b>Travelling to and from school</b> All learners up to the age of 19, travelling to and from educational institutions must respect others, be polite, must not drop litter and obey the law.</p> <p>They must always behave, follow driver instructions and not distract drivers, cross roads sensibly and travel by a safe route.</p> <p>Learners have the right to be safe, to be treated fairly, not to be bullied / picked on and to be able to tell someone if there's a problem.</p>	<p><b>Statutory consequences include-</b></p> <p><b>For a Category 3 deemed Unacceptable Behaviour (irritating, unpleasant, offensive behaviour, shouting, littering, rudeness or failure to show pass/ticket).</b> <b>1<sup>st</sup> offence - verbal warning form the education institution</b> <b>2<sup>nd</sup> offence - letter form the local authority</b> <b>3<sup>rd</sup> offence withdrawal of transport.</b></p> <p><b>For a Category 2 deemed Dangerous Behaviour (threat of physical danger, harassing, bullying, verbally threatening the driver, pushing, shoving, spitting, smoking, distracting the driver).</b> <b>1<sup>st</sup> offence - letter form the local authority</b> <b>2<sup>nd</sup> offence - withdrawal of transport.</b></p> <p><b>For a Category 1 Highly dangerous, destructive, life-threatening behaviour (assaulting the driver, interfering with driving controls / emergency doors / safety equipment and pushing others through doors / windows) the consequence is withdrawal of transport by the local authority</b></p>

## SUMMARY OF SCHOOL EXPECTATIONS

**Pupil responsibility** – Live up to expectations. Explain politely to staff when expectations cannot be met for good reason. Be prepared to apologise if you are responsible for causing hurt or damage to property of others. Make reparation where necessary.

**Family responsibility** – Remind children of their responsibilities. Monitor their behaviour in respect of the expectations. Support the school in its expectations and the imposition of sanctions when deemed necessary. Provide the necessary means for the pupils to live up to the expectations.

## SCHOOL SANCTIONS

Pupils are generally well mannered, happy and industrious – a credit to their family, themselves and the school.

Everybody makes mistakes and, very often, a clear reminder to pupils when they let themselves down and fail to live up to expectations is enough to ensure that expectations are met in the future. Others fail more often. A reminder may not be enough and sanctions will be imposed for their sake and for the sake of the whole school community. Privileges may be withdrawn. Detention may be imposed. Work for the community may be given. For more serious / and / or persistent failures, parents may be involved and home reinforcement of sanctions be sought. Pupils may be isolated internally or excluded from school if thought appropriate.

## THE SCHOOL'S COMMITMENT

### TO PROVIDE:

1. A broad and balanced education satisfying National Curriculum demands.
2. An education based on high expectations.
3. Work which is challenging and appropriate to the age and ability of the pupil, with particular regard to the needs of the most gifted and those with learning difficulties.
4. A high standard of teaching, academic support and personal guidance.
5. Regular homework.
6. Regular marking of work.
7. A written report of their child's progress and a consultation at Parents' Evening each year.
8. The chance to participate in a wide range of activities outside the classroom.
9. A secure and caring, well-disciplined working environment.
10. Treatment of individual pupils with care and respect.

Signed: .....

Date:.....

## THE PUPIL'S COMMITMENT

### TO:

1. Attend school regularly and attend every lesson.
2. Be punctual at all times, to school and to all lessons.
3. Remain on the school site during school hours.
4. Work hard and meet all course requirements.
5. Complete homework on time.
6. Wear full school uniform (including shoes) and bring a bag for your books.
7. Keep the school rules and behave in a responsible way, both in school and when travelling to and from school – it's all in the home-school contract.
8. Look after school property – you will be responsible for any damage!
9. Keep the school clean and tidy, so that it is a welcoming place we can all be proud of.
10. Become involved in school activities.

Signed: .....

Date:.....

## THE PARENTS' COMMITMENT

### TO:

1. Ensure attendance and inform the school immediately about any reason for absence.
2. Ensure punctuality.
3. Encourage and support the child's learning and extra curricular activities.
4. Supervise homework.
5. Check and sign the Learning Journal each week. If your child has not written in it – contact us!
6. Attend Parents' Evenings and school functions and attend any special appointments if required.
7. Provide correct uniform, including P.E. kit and SHOES.
8. Provide a well-stocked pencil case and bag suitable for carrying books, calculator, dictionary etc.
9. Pay for any replacement of damaged or lost books and deliberate acts of vandalism.

**10. Support the policies of the school.**

**Signed:** .....

**Date:**.....

## **USE BY THE SCHOOL OF PHOTOGRAPHIC IMAGES**

From time to time the school may wish to publish photographs and video images of pupils in publicity documents (such as the prospectus) and on the school website. All images are published with the strictest regard for child protection. Please could you contact your child's Form Tutor should you object to this practice.

## Appendix VI

### Travel Behaviour Code has effect from 4th January 2010

This is compulsory for all learners up to the age of 19 and applies to all modes of travel to and from educational institutions e.g. contract buses, public buses, trains, walking, taxis, scooters, motorbikes, cycling and journeys in learner's own or other's cars.

- It is your responsibility
  - respect others
  - be polite
  - don't drop litter
  - obey the law
- For your safety
  - always behave
  - follow driver instructions
  - not distract drivers
  - cross road sensibly
  - travel by a safe route
- Your rights are
  - to be safe
  - to be treated fairly
  - not to be bullied / picked on
  - to tell someone if there's a problem

If an incident occurs there are set consequences.

For a Category 3 which is deemed Unacceptable Behaviour (irritating, unpleasant, offensive behaviour, shouting, littering, rudeness or failure to show pass/ticket) the consequence would be a verbal warning from the education institution (in the first instance), letter from the local authority (in the second instance) and then withdrawal of transport.

For a Category 2 which is deemed Dangerous Behaviour (threat of physical danger, harassing, bullying, verbally threatening the driver, pushing, shoving, spitting, smoking, distracting the driver) the consequence would be letter from the local authority (in the first instance) and then withdrawal of transport.

For a Category 1 which is deemed Highly dangerous, destructive, life-threatening behaviour (assaulting the driver, interfering with driving controls / emergency doors / safety equipment and pushing others through doors / windows) the consequence would be withdrawal of transport by the local authority.