



Title of Policy: Behaviour and Discipline Policy (including Code of Conduct and Anti Bullying Policy)

Member of leadership team with lead responsibility for oversight and update of policy	HOW
Approved at SLT	November 2015
Approved at Governing Body	December 2015
Policy review cycle	Bi-annually
Policy review date	December 2017

Behaviour and Discipline Policy

(including Code of Conduct and Anti Bullying Policy)

1. INTRODUCTION

To be successful, a school must promote good behaviour among its students and create an orderly atmosphere for learning. This document sets out the main ways we achieve this at The Polesworth School. It includes our *Code of Conduct for Students* and our *Anti - Bullying Policy which outline the rules and guidance which we expect everyone to follow*. It concludes by summarising the rewards and sanctions which we use. The policy should be read in conjunction with our 'Ensuring Excellence' document and our Equal Opportunities Policy.

2. CODE OF CONDUCT FOR STUDENTS

At The Polesworth School, students are expected to treat others as they would wish to be treated themselves, showing courtesy and consideration to fellow students, staff, visitors and local residents. The Code exists to ensure that students are able to concentrate on their learning in a safe, orderly and pleasant atmosphere. It should be followed whenever students are representing The Polesworth School, including on the way to and from school, whether walking, cycling or using the bus.

In Class

- Arrive at lessons punctually and enter the room in an orderly way.
- Bring all the necessary equipment so that you do not have to borrow from others.
- Listen carefully to your teachers: follow their instructions and always try to answer their questions.
- Take part in class and group discussions. Make your own contributions and listen to other students, showing respect for their views.
- Work to the best of your ability and aim to complete all the tasks you have been set.
- Take a pride in the appearance of your work.
- Ask for help if you do not understand or if you are not sure what to do.
- When working individually, concentrate on your own task; do not disturb other students.
- When working as part of a group or team, support and co-operate with fellow students.
- Complete and hand in all your homework and Independent Learning Projects on time.
- Be aware of the targets your teachers have set to improve your performance and push yourself to achieve them.

- In practical areas, obey all safety rules and use appropriate safety equipment.
- Play your part in creating a pleasant atmosphere for learning.

Around School and in the Community

- Enter and leave school sensibly; do not run out of the drive. Use the gate nearest to your destination.
- Wheel your bicycle on the school grounds and always wear a helmet on the road.
- Walk on the left in corridors and especially on stairways.
- Leave toilet areas clean and tidy and encourage others to do the same.
- Help keep the school site and the surrounding streets attractive by not dropping litter; use the bins provided.
- Finish eating and drinking before going to lessons. You may drink bottled water during lessons, except in areas such as Science labs and computer rooms. Dispose of any chewing gum properly, before you go into the school buildings.
- Smoking is not allowed on school premises or buses. Non-Sixth Form students should not smoke on the way to and from school. Post 16 students should not smoke in the immediate vicinity of the school. Smoking materials will be disposed of if found in school.
- If you are in Year 11 and have a lunch pass enabling you to go home for lunch, you are not permitted to spend the time outside the front of school. Students with lunch passes must go directly home and should not return to school before 1.45pm.

Personal Appearance and Property

- Always wear the correct school uniform, including blazer. Remember that a smart appearance helps create a good image for yourself and for the school.
- Follow the guidelines on jewelry in the school Dress Code and avoid extreme hairstyles etc. If you are not sure what will be acceptable, ask your Head of House.
- Outdoor coats, scarves or gloves should not be worn in class.
- Look after your own belongings and respect those of other people.
- You may choose to bring items to school for your personal convenience or recreational use at break or lunchtime - e.g. pagers, phones, MP3/CD players or electronic games. You must ensure that these never disturb a lesson. These devices should be switched off in lessons and should not be visible. Failure to do this may result in confiscation and a parent may be asked to come into school to collect the confiscated item. Remember that these are valuable

items and keep them with you or leave them in a secure locker. The school cannot take responsibility for damaged or stolen property if you have not taken reasonable care of them.

- Do not bring dangerous items to school, such as matches, knives or fireworks. Only use water-based correction fluid.
- If you bring medication to school, hand it in to the Main School Reception. Remember that the Office can only give you other medicine, such as painkillers if they have first received written permission from a parent/guardian.

Our high expectations of our students and our whole school community are further detailed in our workingtogether@thepolesworthschool document, shown below:



3. REWARDS

In creating an orderly atmosphere for learning, we place great emphasis on rewarding and reinforcing good work and behaviour and working closely with parents. Our key strategy for doing so is via our Behaviour Support System as shown below:

Behaviour Rewards System



As illustrated through the pyramid, we hope to use a range of techniques to congratulate and reward our students. The broad base of the pyramid signifies the most wide ranging rewards and build up to our annual awards which reward students who have truly excelled throughout the year.

Regular Praise from Staff

The most common and most effective reward for good work, effort and appropriate behaviour is praise. This may simply be verbal, during a lesson, or it may be written, when marking work. It may not be extravagant - simply a quiet positive word. But it is one of our most important techniques for classroom management. Tutors are also encouraged to email or telephone parents when their child has done something worthy of praise. Such praise may

come as a result of good attendance, bringing the correct equipment to school, having a positive attitude, being helpful, trying hard or any other positive behaviour.

Student Rewards - Vivo Miles

Vivo Miles is an online rewards system. Teachers award students Vivos (electronic points) for a range of commendable reasons such as:

- Being helpful
- Excellent effort, homework or progress
- Good behaviour
- Good attendance
- Positive contributions in lessons
- Extra-curricular involvement
- Meeting deadlines
- Attending out of lesson sessions
- Positive attitude
- Improved literacy
- Positive community participation
- Positive contribution to school life
- Representing the school

Students save their Vivos and can spend them on the rewards they want from an online catalogue. The catalogue includes a wide range of rewards such as sports equipment, computer games, beauty products, stationery items, including calculators, mobile top-ups, high street vouchers and cinema tickets. Students may also choose to donate some Vivos to a chosen charity. Students can check their Vivo balance by logging on to their account through the vivomiles.com website.

Staff are given a budget of Vivos to award each week and they aim to use their full weekly Vivo budget allocation, sharing them out between students in all year groups. If staff require more Vivos in a particular week, they may contact the Vivo co-ordinator, who can increase their budget, if appropriate. Just like the students, staff can easily keep track of how much of their budget they have used from their homepage.

Postcards Home

Both pastoral and curriculum leaders send postcards home to congratulate students on their excellent work, attitude and behaviour. These students are selected by their class teachers and tutors and are only sent to students who are seen to be deserving of additional praise and recognition.

SLT Recognition

Every House has a member of SLT who are linked to that House. Tutors can refer members of their group to their SLT link for praise and recognition of achievements. This is an opportunity for young people's hard work, attainment or acts of kindness to be recognised by senior members of staff and for students to receive praise for what they have achieved.

'Meet with the Head'

Outstanding achievement is also recognised in a formal meeting with the Head of School which takes place on a lunch-time and in which students will receive a small award for their achievements, as well as having the opportunity to talk about their successes with the Head.

Phone Calls Home

Every term members of SLT telephone the parents of students who have achieved highly in terms of progress, attainment or behaviour, as indicated on the school's Tracker reports. The top twenty in every year group will receive a telephone call, congratulating the students for their achievements.

House Celebration Lunches

Every term tutors select students to be invited to a celebration lunch with other awardees in the school bistro. Students will receive a buffet lunch and will spend time with their teachers, Head and Assistant Head of House and members of the school's Leadership Team, where their achievements will be acknowledged.

House Celebration assemblies

This termly event is an opportunity to praise students on their attendance, their behaviour, sporting successes and other extra-curricular successes, such as music qualifications or even out of school activities. We encourage students to be proud of their talents and achievements so that we can praise and reward as many of our students as possible.

Presentation Evening

Outstanding progress and achievement are recognised at our annual presentation evening, which is held off site and is our most formal school event of the year. Parents are invited to share in this celebration as students receive prizes for a range of successes including sporting achievements and 100% attendance for two or more years as well as for resilience, community work and fundraising activities to name but a few.

In addition to the above the following actions also support our Behaviour Rewards System:

- Departments have their own certificate schemes to reward progress and attainment in particular subjects, with certain subjects awarding titles such as 'Geographer of the Month' to deserving students.
- Outstanding work is also displayed in school, both in classrooms and along corridors.
- Musical talent is rewarded through certificates and badges.
- Outstanding achievements are also celebrated in 'Polesworth Matters' and on our school website.

4. HOME AND SCHOOL COMMUNICATION

The huge majority of our students receive rewards throughout their time at Polesworth because they continue to be well-motivated, self-disciplined and hard-working. However, some students do experience problems or go through a difficult time at some point in their school careers. Loss of motivation or deterioration in behaviour can have a variety of causes and we always try to establish the precise circumstances of each individual case. Whenever possible, we aim to avoid the use of serious punishments by contacting home and inviting parents into school to discuss what is going wrong and how it can be put right. By working together at an early stage we can usually sort out the problem.

When we are concerned about a student's behaviour in class, they may be placed on 'Daily Report' so that we can monitor this and keep parents informed. Similarly, if our concern is unauthorised absence an Attendance Report will be issued. These are completed by each teacher and reviewed with the Head of House or Head of Department at the end of each day. Parents are asked to read and sign reports each evening. Departments also make use of Subject Reports, if the problem is confined to a particular area. These are reviewed with the Head of Department. Heads of Department and Heads of House will liaise closely in these circumstances to monitor the situation, working together on solutions.

5. MOBILE PHONE POLICY

Whereas many schools ban students from bringing mobile phones to school, we have never felt this to be an appropriate approach for our students. We appreciate that many parents want their children to have phones for safety reasons and ease of contact. We also want to encourage our students to embrace new technologies, recognising that smart phones can and do have their place in 21st century education.

However, while we are happy to encourage our students to make the very most of such technology as an aid to learning, we also make it clear to them that phones should be switched off and not visible during lessons, **unless the class teacher specifically gives permission for them to do otherwise.**

On occasions, teachers may permit students to use their mobile phones for educational purposes, such as researching a topic on the Internet or using the calculator. However, students are not permitted to access or send messages or to email during lessons. They are also not permitted to record/video or photograph parts of lessons without the express permission from the teacher.

If a teacher feels that a mobile phone is being used inappropriately in a lesson and is not contributing to learning, the teacher should confiscate the phone and the student will have to collect it from Reception **at the end of the school day**. This sanction will be recorded on the student's school behaviour record and contact home will be made in response to repeat offenders. Continued misuse of mobile phones following parental involvement may result in a student being banned from bringing their phone into school.

Should any student respond inappropriately to a teacher's decision to confiscate a mobile phone, sanctions will follow in line with the school's Behaviour Policy as outlined below.

6. COMBATTING BULLYING

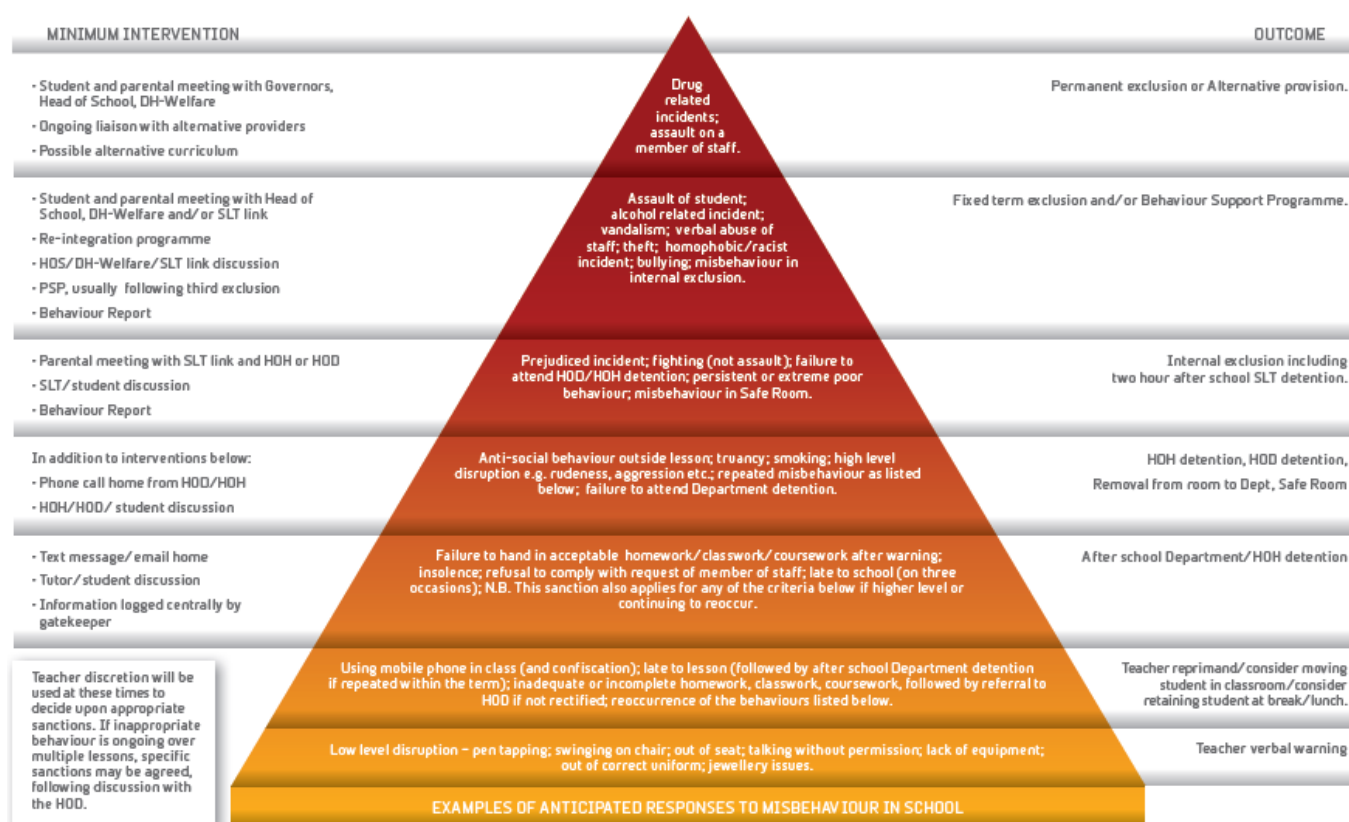
Bullying can be defined as 'a persistent, deliberate attempt to hurt or humiliate someone'. At The Polesworth School we do everything we can to prevent bullying, working on the principles outlined in our Anti-Bullying Policy which can be found at the end of this document.

7. SANCTIONS

Like any large school, or any community of well over a thousand people, there are inevitably times when we have to deal with unacceptable behaviour. We use a number of sanctions of increasing severity to punish misbehaviour. The intended outcome of any sanction is that the student will be made aware of why their behaviour is unacceptable and resolve not to act in such a way again.

Our Behaviour Response System has been designed to ensure that both students and staff are clear on exactly what is deemed unacceptable behaviour and that students are clear on what sanctions to expect following misbehaviour.

Behaviour Response System



The Behaviour Response Pyramid highlights not merely the anticipated response to misbehaviour but also the interventions that can be expected in response to misbehavior to ensure that challenging student behaviour is modified and that students who are misbehaving receive the support required to adapt their behaviour.

The following levels of response are used in this system:

Verbal Warning

A simple warning is usually all that is required to deal with low level misbehaviour in class and this is used for initial misdemeanours. Such misdemeanours might include

- being distracted/not concentrating
- talking while teacher/other student is addressing the class
- chewing gum/eating in lessons
- not having equipment
- not putting in enough effort or working fast enough
- turning around for no good reason

- getting out of seat without permission
- calling out
- making silly/inappropriate comments
- pen tapping
- swinging on chair.

Verbal Reprimand

Possible reasons for giving a firm reprimand might include a repetition of any of the behaviours listed above. Additionally, the following reasons may warrant a sterner reprimand:

- using mobile phone in class (This should then be confiscated and passed to Student Services Reception in Nethersole Building)
- arriving late to the lesson without a good reason
- inadequate or incomplete homework/classwork/coursework.

At this point a teacher must consider whether **moving the student** to another seat in the classroom might resolve the issue. They might also consider **retaining the student at break or lunchtime** to discuss their behaviour and re-establish expectations.

After-school department/HOH detention - Issued by class teacher or HOH

Possible reasons for issuing an after-school detention might include:

- further repetition or escalation of any of the behaviours listed above
- failure to hand in homework/classwork or coursework which is of an acceptable standard, after a warning
- insolence
- refusal to comply with the request of a member of staff
- arriving late to school on three occasions.

After-school HOD/HOH detention - Issued by HOD/HOH

This sanction will often follow the removal of a student to a departmental 'safe' room. All students who have been removed to the departmental 'safe' room must receive a HOD detention. Possible reasons for this sanction include:

- further repetition or escalation of the behaviours listed above
- failure to attend a Departmental detention
- high level disruption such as rudeness, aggression, dangerous behaviour

- anti-social behaviour outside lessons including truancy, smoking, rudeness to staff, dangerous behaviour, refusal to follow instruction, aggression etc.

Internal exclusion followed by two hour SLT detention - Issued by SLT following negotiation with HOD/HOH

An internal exclusion is used when a severe sanction is required but when the school believes that a fixed term exclusion would not be the most appropriate course of action. A student who is internally excluded will report immediately to Reception upon their arrival in school and will work in isolation supervised by a senior member of staff throughout the day. Their class teachers will set appropriate work to them which they will complete with support from the supervising member of staff. They may also spend part of this time discussing the reason for their internal exclusion and agreeing a way in which to move forward. Students will be allowed comfort breaks but will not be allowed to have a break at the same time as the other students. If students go home for lunch they may do so but must return to Reception immediately upon their return to school. If they usually stay in school for lunch they will be supervised throughout lunchtime.

Internal exclusions are followed up with a two hour SLT detention at the end of the day.

Possible reasons for placing a student in an internal exclusion might include:

- an incident involving prejudice
- fighting
- persistent poor behaviour
- extreme poor behaviour as listed in Section 4.

Students will automatically receive an Internal Exclusion for:

- misbehaviour in a departmental 'safe' room
- missing a HOD/HOH detention.

Parents will always be contacted by phone if a student is given an internal exclusion. Parents will also be asked to attend an interview with the SLT link and the Head of House or Head of department if the behaviour has been extreme. In such cases the student will also be expected to attend the interview.

NB On occasions, it may be necessary to isolate a student pending investigations into an incident. This should not be confused with an internal exclusion. However, the student will continue to complete work set while the investigation is ongoing.

Fixed Term Exclusion/Behaviour Support Programme - Issued by Head of School or Deputy Head - Relationships

Fixed Term Exclusion

An excluded student is not allowed to come into school or its vicinity for a fixed number of days. Work will be set but this must be collected from the school. Parents will always be contacted by phone where possible and then by letter. In most circumstances we arrange an interview with the Head of School or Deputy Headteacher before re-admission. On these occasions we ask that parents are accompanied by their child, so that we can discuss the incident and its consequences before he or she returns to school.

Exclusion is only used for grave breaches of discipline, such as aggressive behaviour or language towards a member of staff, pre-meditated attack on another student, serious theft, vandalism or bringing drugs into school. A decision whether or not to exclude will always take into account the student's previous behaviour record. The length of the exclusion will depend on the particular circumstances of the case. It is the responsibility of parents to ensure that excluded students remain at home and do not, under any circumstances, come into the vicinity of the school during their period of exclusion.

No student will normally be given more than three fixed period exclusions. Before return to school from a third exclusion, we ask parents and child to meet with a senior Governor to discuss future behaviour. Any further serious misbehaviour may result in permanent exclusion or a Managed Move to an alternative school.

Possible reason for a fixed term exclusion or a day in our Behaviour Support Programme might include:

- an assault on another student
- an alcohol related incident
- sexually inappropriate behaviour
- vandalism
- verbal abuse of staff
- theft
- a homophobic or racist incident
- bullying
- misbehaviour in an internal exclusion
- extreme poor behaviour which might include defiance and/or insolence.

The decision to place a student on the Behaviour Support Programme is taken only by senior staff. Students will only go on the programme once and in most cases will have followed the two hour SLT sanction. The intention of the programme is to encourage the student to think about the effect of their behaviour on others and to bring about change in their future behaviour. The day involves a range of sessions including:

- Solution Focused Counselling
- Anger management and social skills
- Dealing with anxiety and stress
- Lifestyle issues - alcohol, sexual health, drugs
- Home life - relationships

By the end of the day the following will also have taken place:

- Parents/student/Head of House /Student Support Manager interview
- Contract agreed and signed by all parties
- Review date arranged

Permanent Exclusion/Alternative Provision - Decided by Head of School

Rarely, we are forced to take the difficult decision to remove a student permanently from our school community. Possible reason for this might include:

- drug related incidents
- an assault on a member of staff
- repeated misbehaviour, as outlined in Sections 5 and 6.

Managed Move

In extreme circumstances the school may discuss with parents the need to carry out a Managed Move for their child. This is suggested as a way of avoiding a Permanent Exclusion and of providing students whose behaviour has either been repeatedly below expectation or has been extreme, this is an opportunity to have a fresh start. A Managed Move is dependent on another local school agreeing to take the student and a place is usually offered on a twelve week trial basis before the student is formally taken on to the roll of the new school. During that period both schools work together to monitor behaviour and progress to ensure that the move is successful.

Permanent Exclusion

This is the most severe sanction available to a school. As such it is very rarely used at Polesworth and is reserved for the most grave or repeated breaches of discipline, where the Headteacher feels that the relationship between school and student has entirely broken down, or that the student represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment.

Parents have the right to appeal against the Head of School`s decision to a panel of Governors. Work will be set for the excluded student until the appeal has been heard.

8. SOLVING PROBLEMS

We believe that by working together, we can solve the majority of problems related to behaviour and discipline. If you feel there is such a problem, please contact us immediately; don't wait and hope that it will sort itself out. If you have concerns about under-achievement, misbehaviour, bullying or reluctance to come to school, please let us know. If you are a student, talk to a member of staff - your tutor, Head of House, or whomever you feel most comfortable. If you are a parent, please ring us and ask for the Head of House or, if subject related, the appropriate Head of Department. Bottling up a problem will only make it worse than it is - talk to us, and together we will find a way to put things right.

9. ANTI-BULLYING POLICY

We the students, parents, staff and governors of The Polesworth School will do all we can to prevent bullying.

To that end we agree that:

- 1 Bullying is deliberately hurtful behaviour which is repeated over time. It usually involves a real or perceived imbalance of power or strength. Examples of bullying behaviour include: name - calling; picking a fight; taking another`s belongings; spreading rumours or gossip; ganging up on or isolating someone; writing graffiti about someone; sending threatening text messages; using social networking sites to intimidate others (cyber bullying). Other forms of bullying include that which is racist, sexist, faith-based, sexual, homophobic or bullying linked to a disability or Special Education Need.
- 2 All bullying is unacceptable - every member of our school community should be treated with respect.
- 3 Bullying is a whole school issue, every member of the school is responsible for preventing bullying.
- 4 All reports of bullying will be taken seriously.
- 5 Victims will be helped and supported. Our Bully Mentors are one part of a peer mentoring process, involving a group of Upper School students who work with Year 7 and 8 students. The Bully Mentors are trained to help and support younger students who feel they are being bullied. Our school-based Youth Worker is available to support victims of bullying, helping them to find strategies to deal with the issue.
- 6 `It was only a game` or `We were only joking` will not be accepted as explanations of what happened.
- 7 Bullies will be dealt with in the way it is felt will best resolve the problem, the emphasis being on effecting a change in their behaviour.
- 8 A central record will be kept of all the reports of bullying, including that which is homophobic, giving details of the problem and the outcomes for future reference.
- 9 Students will be encouraged to tell if they know about an incident of bullying or other unacceptable behaviour. They will be made to feel safe in the knowledge that no more bullying will occur as any repetition would be dealt with much more seriously.
- 10 All students in Year 7, as part of their PSHE programme, will explore the issue of `Bullying`. Pupils in all year groups will work on the wider theme of `Relationships` during their Personal Tutor Time. Bullying is also explored within the wider curriculum in Assemblies, through the Behaviour Support Programme and through the use of the "Think u Know" campaign which focuses on cyberbullying and other aspects of online safety.

- 11 An annual survey into bullying is carried out to monitor the success of this policy, followed by amendments as necessary.
- 12 The School Counselling and Advisory Service is also used to help with support. Students should see their Head of House or go directly to Student Services for a referral.

What should you do?

Students

If you feel you are being bullied, tell someone: a friend, a parent, a bully-mentor, a teacher, a lunchtime supervisor..... and talk the next step through with them.

If you know or suspect that someone is being bullied, tell an adult in school so that it can be followed up officially.

You will be listened to and, provided it is best for you, what you say will be kept confidential to a small number of people.

Parents

If you know or suspect that your son or daughter is being bullied, tell the Head of House as soon as possible; unless we know, we cannot do anything to help. Finding a permanent solution may take time; if the problem is not fully resolved in the first instance it is important that you keep coming back to us.

Similarly, if another parent comes to you worried about their son or daughter being bullied and saying `nothing is being done`, please encourage them to come into school and talk about it.

Members of staff

- Listen and support
- Investigate
- Deal with the issue, if possible
- Talk serious incidents over with Head of House /Assistant Head of House /Personal Tutor
- Follow through and provide ongoing support
- Give Head of House an outline for the Central Log
- Continue to monitor and support