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Approved by SLT

Now for approval by Governors -
Full Gobs 060709

GREAT TORRINGTON
COMMUNITY SCHOOL

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**Behaviour Policy
And
Procedures
(Parents)**

February 2009

Introduction

This policy strives to highlight the framework of rewards and sanctions that are implemented across the school.

To enable this to work effectively we encourage parents to work closely with us in partnership to enhance the continued celebration of our pupils' success through a range of rewards.

However, it is equally important that we also work together to support each other in applying our sanctions when they are given. This will work towards ensuring that our standards are maintained and that all pupils can access the first class education that is provided.

We welcome and encourage our parents to contact us if they have concerns that need to be discussed.

1. School Aims

1. Great Torrington Community School strives to provide an education which will enable pupils to:
 - a. develop lively, enquiring minds and a positive wish to learn, to question, to argue rationally and apply themselves intelligently to tasks.
 - b. to develop positive qualities of human feeling, imagination and an appreciation of human achievements and endeavour.
 - c. experience the satisfaction and enjoyment of creativity.
 - d. acquire knowledge and skills, relevant in a changing world to their adult lives at work and leisure.
 - e. respect the religious, spiritual and moral values of others and to consider thoughtfully their own attitudes, values and beliefs.
 - f. to understand the history and present condition of their own society and the world in which they live and the interdependence of individuals, groups and nations.
 - g. develop a sense of self-respect and individual worth, a capacity to live as independent, self-motivated adults and the ability to live and work in co-operation with each other.
 - h. treat their local and wider environment with respect and consideration.

2. Purpose of Policy

It supports the fulfilment of the school's aims:

1. **Pupils**
 - a. are clear about the standards of behaviour expected of them.
 - b. are more aware of and more encouraged by the range of rewards.
 - c. are more aware of and more deterred by the range of punishments.
2. **Teachers**
 - a. are clear about their roles, duties, responsibilities and course of action to take in any given circumstances.
 - b. are consistent in their expectations of pupil behaviour and in their response to bad behaviour.
3. **Parents and Governors**
 - a. understand and support the aims, purpose and workings of the School's Behaviour Policy.
 - b. COMMUNICATION between all parties continues to improve.
 - c. OVERALL STANDARD OF PUPIL BEHAVIOUR continues to improve.

3. Parents – School Communication

1. **Telephone** – this is often the most effective way for parents to communicate with school. However, it is not always easy for the receptionist to connect the incoming call with the teacher required. Thus a message will often be taken down in writing and left in the teacher's pigeon hole or register, depending which is appropriate. Only in an emergency will the receptionist interrupt a lesson. We strive to return calls to parents within 48 hours.
2. Parents should communicate with:
 - a. Tutor or Subject Teacher in the first instance
 - b. Head of Year or Subject Team Leader if Tutor cannot deal with issue
 - c. Senior leadership link
3. **Letter or Note** – this is still the most common way by which parents communicate with the school. The following matters are usually dealt with in this way:
 - a. Reason for absence
 - b. Reason for lateness
 - c. Reason for school dress infringement
 - d. Explanation why son/daughter is unable to do P.E.
 - e. Request re: school transport
 - f. General enquiry

Parents should sign and date their letters/ notes to reassure us of their authenticity and clearly name their child and tutor group.

4. **Planner** – parental notes in the Planner should be encouraged – they are much less likely to go astray, although they do rely on the pupil showing the note to the relevant teacher.
5. **Devon County Council standard forms:**
 - a. Free school meals application form – available from reception
 - b. Educational Maintenance Allowance – Education Welfare Service
 - c. Employment form/ card via Assistant Headteacher – Inclusion
6. **Reply Slips** – in response to a variety of letters from school and often simply to acknowledge receipt or indicate further interest (e.g. in a school trip). The exceptions are Progress Checks and Annual Reports when parents are also encouraged to comment on what they have received.

4. Code of Conduct for Lessons

1. **Registration**

- a. Pupils will be registered at the start of each lesson.
- b. Pupils to sit quietly whilst the register is taken.

2. Punctuality

- a. All pupils should be punctual for lessons.

3. Seating arrangements

- a. Pupils should adhere to seating plans set by the teacher.

4. Readiness for work

- a. At the very beginning of each lesson pupils should remove coats etc., take equipment and planners from bags and be seated ready for the start of the lesson.

5. Conduct in class

- a. Pupils should follow the member of staff's instructions at all times.
- b. High standards of behaviour are expected from all pupils throughout each lesson.
- c. Pupils should work to the best of their ability.
- d. Pupils should treat the schools property, their own and those of others with care and respect, and should not cause damage.
- e. Pupils should not use swearing or offensive language.
- f. Pupils must not consume any food during a lesson.
- g. Pupils must always focus on the task set and not disrupt their own learning or that of others in the class.
- h. Pupils should not need to leave the class to go to the toilet, however, there are some pupils who need this facility and teachers will use their judgment on an individual basis.

6. Dismissing the class

- a. The classroom should always be left neat, tidy and free of litter.
- b. Pupils should leave the classroom in a controlled and orderly manner.

7. Environment

- a. Pupils should enjoy working in a pleasant environment which makes a strong contribution to health, wellbeing and good behaviour.

5. Code of Conduct for Outside Lessons

1. **To and From School**

- a. Behave in a responsible manner.
- b. Be careful on the roads and use the crossings where they are available.
- c. Be considerate towards others.
- d. Treat members of the public with respect at all times.
- e. Remember when you are wearing school uniform you represent the school.

2. **Buses**

- a. Walk, don't run along the paths when accessing the buses.
- b. Be sensible when waiting for buses at the end of the school day.
- c. Treat the bus, its driver and pupil leaders with respect.
- d. Keep the noise level to a minimum and behave properly when on the bus.
- e. Ensure that you have a bus pass if you wish to travel on the school buses.
- f. Make sure you are wearing seat belts at all times.
- g. Remain seated until the bus stops.

3. **The Grounds**

- a. Be polite to each other, to dinner staff, Meal Time Assistants and school leaders.
- b. No anti social behaviour. Do not be unkind to others.
- c. Ball games to be played only in the area set aside for them and not with a full sized football. Lost balls to be reported to The Caretaker.
- d. Do not encourage outside people to come into the school grounds.
- e. Place all litter in the bins provided.
- f. Treat your surroundings with respect, do not cause damage.

4. **Corridors and Stairs**

- a. Be polite to everyone around the school, especially visitors.
- b. Pass through doors carefully, do not let doors swing back on others. Hold doors for others when needed. Always let adults go through first.
- c. Respect the school environment and each other's property.
- d. Follow requests from the duty staff and school leaders.
- e. Keep to the left in corridors and on the stairs and follow the one way system.
- f. Walk sensibly. Do not run. Be patient and tolerant if there is a hold up.
- g. When queuing, keep to one side (the door side) in single file.
- h. No eating or drinking whilst moving about the building.

- i. Do not make excessive noise.
- j. Do not loiter in corridors and cause congestion.
- k. Do not throw bags over your shoulders as this might hit someone behind you.
- l. Remember, at all times, you represent yourself, your family and your school.

5. **Out of Bounds Areas**

- a. All grass areas during the winter – the dates are dependent on the weather.
- b. School is out of bounds at all times other than the school day unless you are involved in extra-curricular activities.

6. **Break and Lunch Time**

- a. Pupils to queue sensibly outside the canteen.
- b. Pupils to leave the building promptly at the beginning of break on dry days and not return until the bell rings.
- c. While eating in the canteen students are expected to behave sensibly, not make excessive noise and return all crockery etc. to the kitchen.
- d. Food must not be scattered around in the hall or around the school.
- e. Place litter in the bins provided.
- f. Pupils are not allowed to have early lunch without a pass from a member of staff responsible for the lunchtime activity.
- g. During a wet break or lunchtime pupils are to use their designated classroom bases.
- h. Pupils are not allowed to leave the school site at break times.
- i. Pupils are not allowed to leave the school site at lunchtimes without a lunch pass, except Year 11.
- j. Pupils with passes should only go home not into the shops in town.

7. **Items Not Allowed in School**

- a. Dangerous articles, such as spray cans, knives, laser pens, etc.
- b. Other items not allowed in school include chewing gum, lighters, matches, cigarettes, computer games, CD players, MP3 players, iPods, skateboards.
- c. Mobile phones are not allowed in school. If on the odd occasion they are required the phone must be given to the Head of Year for safe keeping until the end of the day.
- d. Pupils may not wear body piercing apart from one pair of stud earrings and **ALL jewellery should be removed for P.E.**

6. **Other Rules**

1. Graffiti, vandalism or damage of any sort is forbidden. Pupils/parents will be expected to pay for any damage caused to school buildings/property deliberately or due to irresponsible behaviour.
2. No aggressive behaviour of any sort, verbal or physical.
3. No racist comments or any other comments or writing that reduces another person's equality.
4. No personal abuse of any sort, including calling other people names.
5. No swearing or unacceptable language.

Dress and appearance

Pupils are expected to wear school uniform which is kept as simple as possible and consists of:

A plain, black round necked, long sleeved sweatshirt with School Logo in white only, printed on the left hand side.

An order form for a sweatshirt with embroidered logo is available from school or alternatively, sweatshirts with embroidered logo are now also available from CRUSH, South Street, Torrington. No hooded jackets. No hooded sweatshirts.

Plain white shirt or blouse with stiff collar, of sufficient length to be tucked in.

Shirt or blouse to be tucked in at all times, at school as well as while going/ travelling to and from school.

Plain black trousers or skirt. Standard hem no laces buttons or zip bottom (skirts to be of a reasonable length).

Not jeans style or track suit / shell suit bottoms/ bell bottoms. Skirts and trousers should be loose enough to allow shirts to be tucked in and in a material which holds a crease after numerous washes. No coloured / decorated belts – black only.

Plain black shoes (flat or low-heeled).

Not boots or shoes of any other colours. No platforms, sling-backs, open toes or 'trainer style', dolly shoes or suede boots. **No 'skate shoes'**.

A plain black outside jacket in two styles are available from school. This is the only outside jacket allowed for all pupils.

Jewellery/ Appearance

- Pupils may wear one pair of stud earrings – **other body piercing items are not allowed.**
- No other jewellery is acceptable except for medi-alert.
- No unnatural hair colour.
- **Minimal make-up.**
- No Letters / Patterns shaved or dyed into hair.
- Heavy make- up is not to be worn into school.

Other items not allowed in school

Banned items brought into school e.g. mobile phones, smoking equipment etc. will be confiscated and must be collected by parents. Needless to say the school takes no responsibility for banned items if they are lost or damaged.

PE kit for Boys and Girls

*PE Kit is only available by order from the school

*Green/Black reversible rugby shirt (compulsory for boys and girls).

*Green T-shirt (compulsory for boys and girls).

*Black shorts (compulsory for boys and girls).

*Green football socks with black tops (compulsory for boys and girls).

Trainers - must be running or cross trainers no skate shoes/fashion trainers/'pump' style trainers.

Football boots (compulsory for boys and girls).

Shin pads (compulsory for boys and girls).

No jewellery.

Black tracksuit bottoms (optional item for inclusive months of October to February).

Grey sweatshirts (optional) only to be worn during PE lessons.

If parents are unsure of the correct type of trainers to purchase for PE please contact the school for clarification.

Clothing for Technology Subjects

In the interests of safety, soft shoes should not be worn during lessons in the Technology workshops.

It would be most helpful if parents could ensure that all items of clothing are **clearly marked with their son's or daughter's name**. Numerous items of clothing are passed to the First Aid Room as lost property during each term. If the item is named we can ensure that it is returned to the pupil who lost it. Any items left at the end of each half term are then taken to a local charity shop or disposed of.

What Should Pupils Bring To Lessons?

Pupils **MUST** bring:

- A pen (blue or black)
- A pencil
- A ruler
- A rubber
- Student planner
- A bag to keep everything in
- Special equipment and kit for Technology and PE
- Completed homework

Pupils may find it **USEFUL** to bring:

- A pencil sharpener
- A calculator
- Pencil crayons
- Water based felt tip pens
- A spare pencil and pen

Notes

Every day (or better still, the night before) pupils should pack their bag with all the things they need for the following day. Timetables should be used to check that they have everything. Pupils' books are their responsibility and theirs alone. Pupils should not give books to others to look after.

Rewards Framework

	Reward
Years 7 and 8	<ul style="list-style-type: none"> • Merits/ stickers for a good piece of work, effort and class contribution.
Years 9 to 11	<ul style="list-style-type: none"> • Postcards are sent home. The staff member chooses the reason for the card.
Years 7 to 11	<ul style="list-style-type: none"> • Commendations for excellent work over a period of time and/or outstanding work or contribution to school life.
Heroes	<ul style="list-style-type: none"> • Heroes – Class/ Group/ Pairs of pupils – ‘learning heroes’ whose work is displayed with a photo – the latter is dependent on the student or group.
Headteacher’s Award	<ul style="list-style-type: none"> • Pupils nominated by Curriculum Teams. • Headteacher meets with pupils in small mixed year groups so they realise that others have also achieved. • Letter sent home to parents. • Token and certificate is awarded to the pupil.
Recognition at annual Awards days	<ul style="list-style-type: none"> • Certificates, trophies and prizes nominated by staff and given formally by the guest speaker in front of pupils, staff and parents.

Pastoral Support Plans (PSP) are set up for pupils who are having behaviour problems.

1. Aims

1. To help pupils to improve their behaviour, in order to make the most of educational opportunities and promote personal and social development.
2. To set small, realistic, achievable targets to ensure progress.
3. To facilitate the on-going monitoring of pupils whose performance and behaviour is causing concern.

2. Process

(Steps 1-3 may be completed together if the information has already been collated).

1. Concerns raised by staff.
2. Collect all available information and data on the pupil and conduct log, targets, progress check, Education Welfare Service and appropriate.
3. Head of Year to contact parents/ guardian to arrange Pastoral Support Plan meeting.
4. Head of Year, parent, Senior Leadership Team line manager and Social Worker for Child in Care, to discuss the information with the pupil and agree 1-3 targets at PSP meeting.
5. Set a date for Review – usually 6 week intervals.
6. Prepare action for the Pastoral Support Plan to include:
 - a. The pupil's timetable, which may be modified in some way.
 - b. 1-3 targets.
 - c. Possible strategies for staff.
 - d. Relevant background information.
 - e. Review date.
7. Publish the Pastoral Support Plan. Individual copies should be sent to relevant staff, to the pupil and parents.
8. Regular Pastoral Support Plan review meeting, refresh or set new targets as appropriate. Circulate to appropriate staff.
9. At Pastoral Support Plan review Head of Year may decide to conclude the Pastoral Support Plan, if sufficient progress has been made.
10. If the Pastoral Support Plan is considered not to be working, alternative individualised action shall be taken.

Implementation of School Sanctions

A sanctions framework has been constructed in consultations with staff. However, a course of action will take into account the individual pupil's behaviour record.

1. Minor infringement of school rules

1. Sanctions:
 - a. Rule reminder
 - b. Pupil to move seats
 - c. Place pupil outside of the classroom
 - d. Break time detention
 - e. Move pupil to team leader or other teacher
 - f. Lunchtime detention

2. Infringement of school rules

1. Sanctions:
 - a. Removal from a lesson
 - b. After school detention 3.10 p.m. to 4.10 p.m.
 - c. Isolation for part or whole of the day

3. Major infringement of school rules

1. Sanctions:
 - a. Fixed term exclusion
 - b. Permanent exclusion
4. All sanctions are recorded on SIMS in the pupil's own conduct log.

Exclusion

1. All exclusions will be recorded on SIMS and staff will be informed during weekly briefing.
2. 'Formal Warning' or 'Exclusion' can only be administered by the Leadership Team. Parents need to be informed in writing, by phone call or at a meeting.
3. **Fixed Term Exclusion**
 1. This sanction is at the discretion of the Head Teacher and should only be used in response to serious breaches of the school's Code of Conduct, usually after a range of alternative strategies have been tried.
 2. This sanction will be used for major incidents for example:
 - a. Assault or aggressive behaviour towards staff or pupils.
 - b. Swearing directly at any member of staff.
 - c. Significant bullying.
 - d. Serious breaches to health and safety of pupils and staff.
 - e. Racism or other discriminating behaviour.
 3. If a pupil is causing serious concern and is close to consideration for permanent exclusion, at a re-integration meeting following a fixed term exclusion, a member of our governing body may be asked to attend the meeting.
4. **Permanent Exclusion**
 1. This is at the discretion of the Head Teacher and is an extremely serious step.
 - a. In response to serious breaches of the school's behaviour policy.
 - b. Continuous disregard for our codes of conduct inside or outside the classroom.
 - c. Dealing or use of drugs on school site.
 - d. Carrying / using an offensive weapon or item.
 - e. One or more physical assaults or instances of intimidating behaviour or bullying.
 - f. If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.