

# St Thomas à Becket Catholic Comprehensive School

## Behaviour and Discipline Policy ~ September 2004

### Introduction

This policy introduced on 1<sup>st</sup> September 1995, having been reviewed, came into effect on 1<sup>st</sup> May 1997. The policy was updated in January 1999 and again in June 2000. The present document has been updated in line with staff discussions held between January and July 2001 and following In-service training during September 2001.

This policy reflects our distinctive Christian approach to discipline and behaviour and is founded on the Christian principles of Justice, Reconciliation and Forgiveness. Every member of our school community is considered responsible for her or his own behaviour; we must, therefore, provide opportunities for all members to develop their understanding of individual responsibility.

Good behaviour, work and discipline are essential to the success of our School community. This policy aims to encourage good behaviour, work and discipline and to guarantee to all members of the School Community:

- ❑ **respect for their rights as individuals, whatever their social background, race, gender, religion, or physical capabilities**
- ❑ **the right to be taught and to learn**
- ❑ **the right to mix with others in a Catholic, caring, well-ordered and supportive atmosphere.**

In order to achieve these aims our Catholic School accepts its responsibility for:

- ❑ **well-informed and effective management so that, as far as possible, discipline problems are reduced;**
- ❑ **providing work and experiences which meet pupils' needs;**
- ❑ **recognising the value of encouragement and praise;**
- ❑ **fostering constructive relationships with parents/guardians;**
- ❑ **careful consideration and review of decisions about the groups in which pupils are placed;**
- ❑ **liaising effectively with our partner primary schools;**
- ❑ **liaising, as appropriate, with support agencies, e.g. Catholic Care, Education Welfare (attendance/welfare issues) Child Protection, Educational Psychologists (learning/behaviour issues), Social Services, Police;**
- ❑ **operating a disciplinary code which is fair, and which is clear to all school members.**

It follows that our School has high expectations of all its members, and insists on the following: -

- ❑ **regular and punctual attendance at School and at all lessons;**
- ❑ **polite and considerate behaviour, and respect for the rights of others;**
- ❑ **willingness to work;**
- ❑ **acceptance of the authority of all teaching and non-teaching staff, and of older pupils under their directions, to supervise activities in and around the building;**
- ❑ **co-operation with the School's rules and care of its environment.**

Good behaviour is promoted by praising and formally recognising effort, improvement and achievement, by:

- ❑ **contact with parents by Heads of Year and Department;**
- ❑ **formal commendation from the Head Teacher;**
- ❑ **providing opportunities for pupils to gain credit for service to the School and to the Community;**
- ❑ **informed and consistent use of the rewards system.**

**Where pupils do not behave properly, the School will take action to prevent this, and to protect the rights of others. *In particular, the School will not tolerate:***

- ❑ **racist behaviour, whether this is at the level of jokes, name-calling or other types of provocation, or physical aggression;**
- ❑ **sexist behaviour, for example, physical harassment, name-calling, bringing sexist literature to school;**
- ❑ **homophobic behaviour;**
- ❑ **bullying, whether verbal, physical, or mental;**

(Please see Appendix 5)

- ❑ **plagiarism;**
- ❑ **vandalism;**
- ❑ **theft;**
- ❑ **violent behaviour;**
- ❑ **substance abuse.**

In all circumstances where misbehaviour takes place, the staff dealing with it will take steps to:

- ❑ **ensure the safety of pupils, where appropriate;**
- ❑ **clarify the facts, as far as possible;**
- ❑ **address the misbehaviour, indiscipline;**
- ❑ **offer guidance and support to those involved;**
- ❑ **following the hierarchy of referral, use the appropriate stage in the disciplinary referral system to inform other staff about the incident;**
- ❑ **maintain clear and objective records where this is necessary; contact parents/guardians if appropriate and possible.**

## Pupil Support

### Introduction and Founding Principles

This paper was delivered to, considered, commented upon during April 2001 and, subsequently, supported by staff. As a Catholic school and mindful of our mission, we feel that we are best able to provide for the children in our care. We shall endeavour to provide pastoral care for all our pupils based on Christ's example and ensure that all relationships in the school will provide each individual with experience of her or his dignity and value as a unique person in God's creation.

We recognise that we are able to make a difference to a pupil's behaviour, social interaction and relationships with others whatever that pupil's prior experience or background may be.

Schools with a strong sense of community and teacher collaboration have better behaviour. We also understand that when behaviour is inappropriate, it is the behaviour which is bad not the child. We recognise that the pupils are children and will sometimes behave inappropriately, whereas, as staff, we are the adults and will teach good behaviour by example, as well as through other strategies.

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring and learning environment within the context of our Catholic school by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- actively avoiding confrontation with pupils;
- working in partnership with parents and carers in the implementation of our policies and procedures.

We shall endeavour to develop a proactive approach to behaviour as we realise that reactive approaches are not effective. By reactive approaches we mean any approach, which focuses on action after an incident; applying a tariff of punishments; systems of referral which research has established as counter-productive. **In schools with low levels of disruptive behaviour, class teachers are discouraged from passing problems to other staff.** Indeed, the over use of hierarchical referrals is a characteristic of high excluding schools:

Year heads and heads of house worked hard but were often overwhelmed by numbers of pupils referred to them for indiscipline by classroom teachers. Frequently such referrals short-circuited established systems and merely reflected the unwillingness of some staff to deal with problems at source. As a result, such problems escalated, although pastoral

heads spent much time with difficult pupils, often that time achieved little other than to register concern and pass sentence.<sup>1</sup>

In a reactive climate, pressure for “action” can be very strong, and some voices in the staff room do not accept that investigation and resolution are sufficiently significant action.

One of the most worrying aspects of theories of punishment is that they lead us into a fallacy: if we try to diminish a behaviour by mild punishment and it does not prove effective, the logic is to try more severe punishment. In other words, one is led into fallacious escalation, rather like the postcard notice, “The beatings will continue until morale improves”.<sup>2</sup>

Members of staff who treat their pupils with discourtesy, impatience or contempt, or are late for those from whom they demand punctuality, who scribble illegibly on words which they insist must be impeccably clear and tidy, who will not listen to those from whom they demand absolute attention, who bawl their heads off at those from whom they demand soft and respectful speech, who hold up to ridicule those whom they instruct to treat all men with respect, or who treat any of their own colleagues with anything but courtesy and respect in the presence of any of the pupils, are suffering a painful and obvious discontinuity of logic.<sup>3</sup>

## **Roles and Responsibilities**

Every individual member of staff will ensure the provision of a behavioural environment conducive to personal, social and educational development for each and every child in their care. This provision will be ensured through effective classroom management and the monitoring of pupil behaviour when outside the classroom.

**All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policies and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of our policies is essential.**

All members of staff have responsibility, with the support of the Head Teacher, for creating a high quality-learning environment, for teaching good behaviour and implementing the agreed policies and procedures consistently.

All staff and the Head Teacher recognise that the avoidance of confrontation is necessary if we are to help pupils to focus on appropriate behaviour.

### Classroom Management (all staff)

It is understood that each teacher will ensure that the curriculum offered is sufficiently differentiated to allow for each pupil's individual needs; an inappropriate curriculum can lead to poor behaviour.

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<sup>1</sup> OFSTED (1996) *Exclusions from Secondary Schools 1995/6* London HMSO

<sup>2</sup> Chris Watkins (2000) *Managing Classroom Behaviour – from research to diagnosis* London Institute of Education in association with ATL

<sup>3</sup> Lord Elton (1992) *in report of conference “Responsible parenting requires a responsible society”*

Appropriate behaviour has to be taught; poor behaviour will occur. As we are dealing with children, however adult they may be on occasions, they will inevitably behave like children sometimes. The way in which we manage our classrooms can contribute to the learning and reinforcement of good behaviour. Consistency of approach is all-important in reinforcing what is acceptable and what is unacceptable. We need to remember that it is the poor behaviour we do not like and not the child; if we forget this we may encourage or reinforce a child's low self-esteem. If a child feels threatened that child will retreat into the reptilian area of the brain where the only alternatives are fight or flight – irrational confrontation or running away from the member of staff; escalation will result. It is up to us to try to keep the situation calm. It is only when the child is calm and capable of rational thought that we are able to teach and reinforce good behaviour; sometimes it may be necessary to allow the child the opportunity to calm down for ten minutes and then to discuss the incident, or inappropriate behaviour, in a non-threatening way. Shouting at or confronting a child aggressively will threaten.

Successful behaviour management relies on the willingness of the whole staff to support a consistent approach in dealing with incidents as and when they occur. The following are guidelines, which are recommended:

- ❑ Establish rules and specific directions which clearly define the limits of acceptable and unacceptable pupil behaviour in your classroom
- ❑ Teach your pupils to consistently follow these rules and directions and to choose to behave responsibly at all times when they are in your classroom
- ❑ Provide pupils with consistent, positive encouragement and recognition when they behave. Young people are eager for your positive words of encouragement and praise, even if they do not always show it.
- ❑ Adopt a positive, assertive manner when responding to pupils. Pupils trust and respect the calm, consistent and caring presence of an assertive teacher. They know that the teacher has set limits and that he or she will follow through appropriately whenever a pupil chooses not to behave. There is no confusion, no second-guessing, no hostility or anger.

### **In-school Management**

- ❑ Around the school, if we are present, we are all responsible for ensuring and reinforcing good behaviour.

### **Head of Department/Teacher in charge of Subject**

- ❑ It is a departmental responsibility and, hence, the responsibility of the Head of Department or Teacher i/c the subject to ensure that the curriculum offered to each individual pupil is sufficiently differentiated for that pupil's needs.
- ❑ Heads of Department and Teachers i/c subjects are responsible for the discipline within their own subject areas; they are the person to whom discipline problems should be referred if they occur within a classroom or when in the care of a member of their subject teaching staff. When a member of staff is covering within a subject other than their own, if necessary, reference should be made to the Head of Department in whose department the member of staff is covering. Members of staff within departments should feel confident in asking their line manager for help, advice and support in dealing with difficult cases; every effort should be made to support the class teacher in the maintenance of their own classroom and discipline management.
- ❑ Where single person departments are concerned, clusters of departments may be established to provide mutual support; some clusters already exist historically – these may or may not be appropriate. (If there are difficulties in this respect, please refer to Brian or Steve.)

- Departments will use their own systems of dealing with poor behaviour based on whole school principles. It is understood that departmental systems must recognise that each Head of Department has a teaching responsibility and is, therefore, unable to deal with a constant stream of referrals; strategies established within a department, or cluster of departments, should take account of this.
- When all departmental disciplinary measures have been exhausted, the Head of Department may complete a referral slip to the Head of Year (copy to Form Tutor). N.B. Many staff formerly felt that the mere act of referral was a disciplinary action in itself; this is inappropriate as it encourages the passing on of problems.

### **Pastoral Team**

- Pastoral Teams are organized in Year Groups. Each Team includes the Form Tutors within that Year under the Team Leadership of the Head of Year.
- The Head of Lower School acts as Deputy to the Pastoral Team Leader responsible for Pastoral Care and, in the absence of the Pastoral Team Leader, all matters pastoral which would normally have been referred to the Pastoral Team Leader by Heads of Year should be referred to the Head of Lower School.

### DISCIPLINARY PROCEDURES

Actions, which the School may take, follow a 'ladder' of response according to the seriousness or frequency of the misbehaviour. The pattern of response is as follows:

- ❑ most incidents will be dealt with by the member of staff on the spot, who will arrange a punishment e.g. a simple talking-to, extra work, keeping a pupil in (with 24 hours notice for periods of more than a few minutes);
- ❑ more serious, or repeated misbehaviour may be referred to the subject Head of Department. Measures might include temporary removal from a lesson or School Detention. If the Head of Year, is subsequently involved, as may be the case, the pupil's parents might be contacted to agree further steps, e.g. placing the pupil on a report, referral to a support agency; however, this action will be implemented only if the Head of Year considers it appropriate;
- ❑ very serious misbehaviour, e.g. violence, racist behaviour, the use of abusive language to a member of staff might lead to immediate exclusion from school for a period of time;
- ❑ repeated less serious behaviour may also lead to exclusion; recommendations regarding this latter will be made by the Head of Year to the Pastoral Team Leader responsible for Pastoral Care.

**This policy will be subject to regular evaluation, and - as appropriate - to review, involving all levels of our School Community.**

More serious, or repeated misbehaviour may be referred to the subject Head of Department.

- At this stage the Head of Department will decide on appropriate action, e.g. departmental detention. However, if there are indications of persistent misbehaviour, there could be referral to the Head of Year who will log the referral and may decide upon further action, including consultation with other agencies.
- Very serious misbehaviour may lead to exclusion. The decision for exclusion can only be taken by the Head Teacher. However, the Head Teacher will only make this decision in the light of evidence provided by the Pastoral Team Leader responsible for Pastoral Care who will have consulted the relevant personnel involved in the referral.
- The Pastoral Team Leader responsible for Pastoral Care may, dependant upon circumstances, look for ways of preventing exclusion usually in consultation with the Head of Year and the pupil.
- If exclusion occurs, the school will provide work for the pupil to complete at home; this is a legal requirement and departments will be expected to provide this work.
- The school will endeavour to prevent permanent exclusion and alternatives will always be considered. However, if it is considered that permanent exclusion is the only option, this step will be taken.

### PROMOTING EFFORT, GOOD WORK AND GOOD BEHAVIOUR

St Thomas à Becket Catholic Comprehensive School believes that encouraging pupils to work hard, behave well and take responsibility for the way they act in School and outside are key elements in achieving good discipline.

**Subject Departments** will look for appropriate opportunities to praise pupils and, where pupils are performing well, to contact their parents. To this end:

- ❑ **we would encourage each department to use the Letters of Commendation, use the Credit System and, where appropriate, to offer praise for effort, improved work or behaviour, or achievement during a half-term;**
- ❑ **where there is a particularly marked improvement the Head of Department will pass on details to the Head of Year who will present the pupil with a formal commendation; this should be added to pupils' record of achievement;**
- ❑ **the same will apply where a pupil is being praised by a number of departments during a single half-term; this information will be passed on by the Form Tutor to the Head of Year;**
- ❑ **where there is consistent good work in a subject for more than one half-term, the Head of Department will again refer the pupil to the Head of Year for formal commendation.**

**Year Teams, co-ordinated by the Heads of Year**, will deliver Personal, Social and Health Education in Tutorial lessons. This PSHE programme, overseen by the PSHE Co-ordinator who is responsible for establishing the content of the programme, will include:

- ❑ **materials which focus on issues relevant to good behaviour in and out of school, (e.g. on organising and planning work; factors which have a bearing on choices within and beyond school; relationships with others);**
- ❑ **materials dealing specifically with issues such as bullying, racism, sexism, homophobia and the whole field of equal opportunities.**

**House Teams** will encourage the wider commitment of pupils, allowing opportunities to develop further the notion of personal responsibility; these opportunities will include:

- ❑ **the development of the team ethos through a variety of House activities;**
- ❑ **the recognition of the responsibility of older pupils towards those younger than themselves;**
- ❑ **the responsibility of all to contribute to those aspects of school life, which are beyond the individual and reflect a commitment to the development of the whole school community.**

**School Planners, Letters of Commendation and the Credit System** provides opportunities for rewarding good behaviour and developing the notion of individual responsibility. We should, therefore, ensure that the School Planner is used to good effect and that good work and good behaviour are rewarded through the Credit System and Letters of Commendation whenever this is appropriate.

## PUPILS' RIGHTS AND RESPONSIBILITIES

A large majority of our pupils find the following particularly unacceptable:

- |                           |            |              |
|---------------------------|------------|--------------|
| * deliberate misbehaviour | * racism   | * cheating   |
| * rudeness to staff       | * fighting | * sexism     |
| * bullying/theft          | * truancy  | * homophobia |

The things they object most to having lessons spoiled by are:

- \* lateness to classes
- \* pupils coming to lessons without the appropriate equipment
- \* pupils chattering - not listening or trying to dominate classes with silly or selfish behaviour.

Pupils at St Thomas à Becket Catholic Comprehensive School are entitled to expect the following:

- the opportunity to be taught, to learn and to mix with the others in a caring and Christian environment;
- the chance to improve their skills and to make the most of what they are capable of achieving;
- to be treated with respect and not to have to put up with racist, sexist or other discriminatory behaviour;
- that they should not be bullied;
- surroundings which are not spoiled or polluted by litter, discarded gum, spitting, graffiti, abusive language or in any other way;
- a fair hearing if they ask questions, express concerns or are asked to explain their work or behaviour.

These rights cannot exist on their own; they only mean anything if pupils protect them by accepting their own responsibilities:

- to attend school and lessons regularly and on time;
- to behave politely and with consideration towards others, to respect others' rights and property and to be honest;
- to arrive at school with the equipment needed to work, and the will to do so;
- to accept the authority of staff in lessons and in and around the buildings, and the instructions of older pupils under staff supervision;
- to report behaviour which reduces their own rights, or the rights of others;
- to co-operate with the School's rules about uniform, jewellery and make up.

Pupils should understand that the School has the absolute right not to permit unacceptable behaviour, and to take action to discourage and prevent it. This means that teachers are entitled to:

- insist on good standards of work and conduct, and take action to ensure both;
- stop pupils behaving in silly, dangerous or violent ways;
- ask pupils to wear uniform, or for an explanation if they are not wearing it;

- ❑ confiscate items which pupils should not have in school;
- ❑ punish misbehaviour.

**It is as much the responsibility of pupils as of staff not to allow their rights and opportunities to be stolen by misbehaviour.**

## **RACISM, SEXISM, HOMOPHOBIC BEHAVIOUR, BULLYING AND OTHER INAPPROPRIATE BEHAVIOUR**

St Thomas à Becket Catholic Comprehensive School believes any misbehaviour, which involves racism, sexism, homophobia or bullying, is unacceptable, and will not be tolerated at any time.

We believe it is our responsibility to educate pupils to understand that such behaviour is wrong, and to reject it. Our pastoral curriculum includes work about these issues.

**Racist and Sexist behaviour** may result from being thoughtless, or may be deliberate; the victim's rights will be protected in either case.

**Racist behaviour will always be treated seriously. Steps will be taken to support victims and to take appropriate measures to deal with those responsible.**

### ***Types of misbehaviour which are racist:***

- name-calling, jokes, graffiti;
- bringing racist badges, symbols or literature into school;
- refusal to work or co-operate with others on grounds of race, colour or culture;
- physical threat or aggression to others on grounds of race, colour or culture.

Racist graffiti on school property will be removed, and racist or racially provocative material, e.g. badges, will be confiscated.

**The School supports Local Authority Guidelines. All incidences of racist/sexist behaviour will be recorded and kept on file by Heads of Year.**

### ***Sexist behaviour includes:***

- name-calling, e.g. 'slag', 'cow'; jokes, graffiti.
- bringing sexist literature or pictures to school.
- physical harassment of a sexist kind e.g. touching someone else's body in a way that person finds unacceptable.

Sexist graffiti will be removed from school property, and sexist or sexually provocative material will be confiscated.

**Sexist behaviour will be treated as a serious matter; action will be taken to deal with those responsible and to support those affected.**

### **Homophobic Behaviour**

Always mindful of current legislation and CES guidelines, action will be taken to deal with those responsible and to support those affected.

**Bullying** covers a range of deliberately unpleasant and aggressive behaviour against someone. Bullying may be carried out by one person or a number of people.

Some of those involved may only be standing by or taking amusement from the victim's discomfort.

**None of these actions are acceptable.**

Bullying may include:

- ❑ physical e.g. threats or nasty comments;
- ❑ mental e.g. making someone feel they are unwanted in order to make them unhappy;
- ❑ 'extortion' e.g. taking or borrowing things or money by using threats or being threatening. This is a criminal offence and the School may involve outside agencies in addition to taking its own disciplinary action.

**Bullying will be dealt with as a priority. Action will be taken against bullies, and to support those who are bullied.**

**It is a responsibility of all staff at the School to be alert to these types of misbehaviour, and:**

- ❑ not to ignore incidences of any of these kinds;
- ❑ to report information or changes of pupil behaviour which may suggest that misconduct of these kinds may be taking place;
- ❑ to be supportive to pupils who complain about these types of misbehaviour, by listening carefully to their concerns and following them up;
- ❑ to exercise their professional judgement in weighing up situations;
- ❑ to refer to colleagues for advice if they are in doubt about either what has happened or what to do.

**Duty Team Members** have a particular responsibility in these matters when they are supervising pupils in corridors, around the School and in play areas.

**In the same way, pupils have a responsibility to help themselves, and to help others, by reporting concerns they may have to a member of staff.**

The School can only take action if staff are aware of problems, and this depends in part on pupils being prepared to discuss them with their teachers.

**GENERAL GUIDELINES REGARDING INAPPROPRIATE BEHAVIOUR**

Pupils have no right to do any of the following-

- threaten, or fight with, others;
- behave in ways which take away others' rights;
- waste their time, their classmates' time, or staff time with silly or unacceptable conduct;
- leave lessons without permission;
- be late to lessons, or to wander around the School during lessons;
- expect teachers to be endlessly patient with repeated 'smart' comments, impoliteness, poor behaviour or untruthfulness;
- leave the School premises during the day without permission;
- eat or drink in school, except in dining areas, nor to chew in classes;
- come to school out of uniform;
- bring cigarettes, matches, lighters or illegal substances of any kind to school;
- to smoke on or around the school site, or travelling to and from school;
- bring any items into school which are not allowed, e.g. personal stereos or radios, mobile phones, jewellery;
- invite or bring non-members of the School onto the premises without prior permission;
- behave badly on the way to or from school, or in the neighbouring area;
- behave in or around the School in ways which are against the law;
- spread litter or graffiti around the school;
- vandalise school property;
- be out of school uniform in school or while traveling to or from school (except in exceptional circumstances by prior arrangement).

### **SANCTIONS**

Effective classroom management techniques should reduce the need for sanctions. However, we will always need a system of responding to misbehaviour. If possible, the sanction should follow misconduct as rapidly as possible and be implemented by the teacher concerned.

All staff needs to have a common understanding of 'bad behaviour'. Some types of conduct may be irritating and less than ideal but of no great importance; other conduct might be highly dangerous. We need to distinguish between different behavioural problems and use sanctions appropriately, to demonstrate the bounds of acceptable behaviour and to show that misconduct is noted by **all** staff. Form Tutors will be informed of any serious misdemeanor.

**Poor concentration in class/ late arrival/ talking out of turn/ no homework/ incorrect equipment/ chewing gum in class/ name-calling.**

These should in the first instance, be dealt with by the subject teacher - verbal reprimand/ moving pupil/ keeping in at break/ extra work etc. Teachers may arrange to detain the pupil themselves the following day. To do so, they should write a note to this effect in the pupil's Planner and ask the pupil to show it to parents. If pupils fail to turn up to a subject teacher's detention, without good reason, they should be referred to the Head of Department who may give departmental detention.

If problems persist and the Head of Department is unable to deal with the situation, the pupil should be reported to the Head of Year.

**Smoking/ missing lessons/ leaving premises without permission.**

These should be reported to the Head of Year and/or Duty Team Co-ordinator at break or lunch-time who will take further appropriate action.

**Sexist/Racist/Homophobic remarks/ highly personal offensive remarks**

These should be dealt with immediately by the member of staff who overhears. All seriously offensive remarks must then be reported to the Head of Year to be treated as a serious breach of conduct. Sexist, racist and homophobic comments will be logged by the Head of Year.

### **SERIOUS MISDEMEANORS**

**Gross insolence/open defiance/walking off when being reprimanded etc.**

This should be reported to Head of Department who may refer to the Head of Year. If members of staff find themselves in a situation where they need immediate support they should send a responsible pupil to the Head of Department or a nearby colleague, in whose class they may ask for a pupil to be held. The offending pupil may then be removed to a colleague's classroom until the end of that lesson when arrangements can be made to deal with the pupil's inappropriate behaviour.

**Swearing at a teacher/ physical threat to staff / assaulting another pupil.**

These are serious matters indeed and should be reported immediately to the Head of Year.

In all instances, at the discretion of the Head of Year, the referral of a pupil for misbehaviour might, in turn, be referred to the Pastoral Team Leader responsible for Pastoral Care or, in the absence of the Pastoral Team Leader, the Head of Lower School who is the Pastoral Team Leader's Deputy.

Where the inappropriate behaviour of an individual pupil means that a lesson is being seriously disrupted, then the classroom teacher should send a responsible pupil to the School Secretary, Mrs Colleen Parker, who will inform the senior member of staff on the Emergency Support List. The senior member of staff will then look after the class while the classroom teacher deals with the pupil who is causing problems. ***Please do not send to the Head of Year who may be teaching; the teaching of pupils should also be their priority.***

### **Whole School Detention**

The School Detention system operates on Wednesday evenings and is undertaken by all members of the teaching staff on a rota basis. This detention operates for pupils who have persistently broken school rules and after members of staff have discussed these matters with them.

Lunch-time and Break-time detentions are operated by the Leadership Team. Pupils are placed in this detention at the discretion of the Pastoral Staff, Form Tutors and Lunch-time Duty Staff only.

**ROUTINES AND REGULATIONS****PUNCTUALITY AND ATTENDANCE**

The following reminders are given to pupils regarding their punctuality, attendance and appearance so that they understand what is expected of them in these important areas.

- ◆ Arrive at registration, all lessons and assemblies on time.
- ◆ If you have been absent from school, bring a dated note back with you to explain why you have been away.
- ◆ If you need to leave school during the day bring a dated note from home seeking permission.
- ◆ If you are delayed at the beginning of school or lessons, ask the person you are with to make a note in your Planner.
- ◆ You also need a note to excuse you from PE or games.
- ◆ Always sign into School when late and sign out of school when leaving during the School day.
- ◆ Pupils who are late on two or more occasions without a valid excuse, supported by a letter from home, will be placed on Late Detention, which is staffed, by the Pastoral Team and the Leadership Team on Monday and Tuesday Lunchtimes.

**APPEARANCE**

Pupils in School are expected to be smart, neat and suitably dressed. They should take pride in their appearance and recognise that school is their place of business and work. By that standard it is easy to accept that uniform should be worn coming into School, at School and going home.

- ◆ All pupils must wear regulation school uniform.
- ◆ Pupils must not wear jewellery with the exception of a watch.
- ◆ Make up, fashion and extreme hairstyles are unsuitable for school and, therefore, are not permitted.
- ◆ Shirts will be worn tucked in to trousers or skirts.
- ◆ Full school uniform will be worn while traveling to or from school.
- ◆ Jackets and coats, other than school blazers, may NOT be worn indoors.
- ◆ Shoes must be sensible. High-heeled or platform soled shoes are not allowed for reasons of Health and Safety.

### **ORDER, SAFETY AND SECURITY**

**There are certain school rules, which can be easily broken, often through forgetfulness. The following reminders are frequently given to pupils:**

- ◆ Corridors and stairs are busy. WALK QUIETLY on the left. Keep to the one-way system. Avoid areas, which are designated 'out of bounds'.
- ◆ During all recreation times, morning and lunchtime, you may only have access to classrooms when a teacher is present.
- ◆ Play safely. Stay out of car parks and areas in front of the main school building.
- ◆ Football should NOT be played near the School Buildings. Basketballs, hard balls and large balls may not be used.
- ◆ Remain on School premises, within bounds, throughout the School day.
- ◆ Know your Fire Drill. It is displayed in every classroom and on corridors.
- ◆ The chewing of gum is not allowed in school.
- ◆ Smoking is not allowed in school.
- ◆ Lunch may only be eaten in the dining rooms or at the picnic tables.
- ◆ Mobile phones, Pagers, CD Players, Walkman type Stereos and other electronic equipment etc. are not allowed in school.
- ◆ Ask your teachers for a Lesson leave Pass or a note if you have to leave your lesson for any reason.

### **LITTER**

A state of zero Tolerance to litter exists within the school. Any pupil can be asked to pick up a piece of litter by a member of staff. Refusal to do so will result in sanctions against the pupil concerned.

### **BEHAVIOUR TO AND FROM SCHOOL**

While the school appreciates its limitations of jurisdiction on public transport, it does expect pupils to conform to the school guidance on behaviour and respect for others. If breaches of discipline by pupils on public transport are reported then the school may take appropriate action, including informing parents and involving officers from the appropriate transport company. Pupils will be reminded of the separate laws, which are in operation on public transport. However, it must be remembered that the behaviour of pupils traveling to and from school is the responsibility of the pupils and their parents.

### **TRUANCY**

1. The School Matron or Attendance Support Staff will inform parents of absence after one day if notification of absence has not been received.
2. Parents will be informed of truancy discovered by the school.
3. Pupils who are truanting will be placed on lunch-time and break-time detention at the discretion of the Head of Year 7 or Head of House.
4. Persistent truants will be referred to the EWO.

**COMMUNICATION WITH PARENTS**

1. The planner is the quickest and most appropriate method of communicating with parents about everyday school matters including minor disciplinary infringements.
2. Pupils placed in after school detentions will receive letters at least twenty-four hours before those detentions.
3. The parents of pupils whose behaviour is giving cause for much concern will be informed by the Head of Year either by letter or by telephone about the nature of the concern.
4. The parents of pupils excluded from school will be informed by letter, as a matter of urgency, of the length of and reason for exclusion and their statutory rights regarding the exclusion.



**SOCIAL INCLUSION RESOURCE**

**(Currently being finalised by Steve White)**