**Behaviour for Learning Policy**

**2022-2023**

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# 1. Purpose of the Policy

The School's Mission Statement is the starting point for all aspects of the school's work.

It defines the school's ethos and values and stresses the right of every child:

'Learning for Life'

At Walton-le-Dale High School:

* We aim to provide learning experiences for the mental, physical, social, moral, emotional, spiritual and cultural growth of our young people.
* We acknowledge that every person is unique with individual strengths and weaknesses, needs, likes and dislikes, regardless of age, sex, race or ability and we seek to value everyone equally.
* We wish them to live effectively, now and in the future, as individuals, members of groups and in society at large, with due respect for their community and the environment.
* We expect everyone to give and receive the respect due from one person to another.
* We want our young people to learn how to learn.
* We want our young people to succeed.

The school has expectations of every student in terms of their:

* preparedness to achieve the social skills and self-discipline necessary for a successful transition into young adulthood,
* high levels of commitment to their work and the personal organisation needed to fulfil their potential in all respects,
* sense of responsibility to themselves, their environment and to others,
* proper regard for authority.

The school has expectations of every member of staff to create and maintain the orderly positive environment necessary for learning to take place.

# 2. Aims

This policy aims to:

* Provide a consistent approach to behaviour management
* Define what we consider to be unacceptable behaviour.
* Outline how pupils are expected to behave
* Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
* Outline our system of rewards and sanctions

# 3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

* [Behaviour and discipline in schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
* [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the [special educational needs and disability (SEND) code of practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), which outlines a school’s duty to safeguard and promote the welfare of its pupils
* Sections 88-94 of the [Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/section/88), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
* [DfE guidance](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policy) explaining that maintained schools should publish their behaviour policy online

# 4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

* Deliberately hurtful
* Repeated, often over a period of time
* Difficult to defend against

Bullying can include:

|  |  |
| --- | --- |
| Type of bullying | Definition |
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites  |

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

# 5. Roles and responsibilities

**The Governing Body**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles. The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy’s effectiveness, holding the Headteacher to account for its implementation.

**The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school’s statement of behaviour principles. The Headteacher will also approve this policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

**Staff**

Staff are responsible for:

* Implementing the behaviour policy consistently
* Modelling positive behaviour
* Providing a personalised approach to the specific behavioural needs of particular pupils
* Recording behaviour incidents.

The Senior Leadership Team will support staff in responding to behaviour incidents.

**Parents**

Parents are expected to:

* Support their child in adhering to the pupil code of conduct
* Inform the school of any changes in circumstances that may affect their child’s behaviour
* Discuss any behavioural concerns with the class teacher promptly

**Interrelationship with other school policies**

In order for the Behaviour for Learning policy to be effective, a clear relationship with other school policies, particularly Equal opportunities and Inclusion, has been established:

* Health and Safety Policy
* Anti-Bullying Policy
* Single Equalities Policy
* Safeguarding and Child Protection Policies and Procedures
* The Home-School Agreement
* Attendance Policy

# 6. Pupil code of conduct - Further detail in appendix 1

At WLD we expect pupils to:

* Behave in an orderly, respectful and self-controlled way
* Respect themselves, staff and each other
* Respect learning, allowing the teachers to teach and making it possible for all pupils to learn.
* Be aspirational for themselves and for others
* Move quietly around the school and quickly between lessons
* Treat the school community and buildings with respect
* Wear the correct uniform at all times and with pride
* Accept when they have done wrong and the sanctions that follow when given
* Refrain from behaving in a way that brings the school into disrepute, including when outside school

At Walton le Dale, this is underpinned by

* RESPECT
* BASICS
* ASPIRE

RESPECT@WLD

Respect Learning

Respect Students

Respect Staff

Respect the Community

Respect your Environment

Respect Yourself

BASICS@WLD

On time for lessons, respect for learning.

Perfect uniform in every lesson.

Come in quietly. Sit down in your correct seat.

Equipment out – pen, pencil, ruler, planner and homework.

Starter activity – no wasted time.

Silent learning, listening to instructions.

Quiet signal - quiet if the teacher raises their hand

Put your hand up if you have a question.

Uniform correct before leaving the lesson.

End of the lesson, stand behind your chair and wait to be dismissed for an orderly exit.

**ASPIRE SKILLS FRAMEWORK**

“I am aspirational for myself and for others…”

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A | Achieving | I have detailed knowledge of a range of subjects and topics | I can demonstrate understanding and can apply my knowledge | I am resilient and can use failure as a stepping stone to success | I am digitally literate and can use appropriate technology to communicate effectively  | I read, write and speak well and communicate my ideas clearly |
| S | Self-Motivated | I am determined to succeed | I can work independently and think for myself | I am consistently hard-working and stay with problems  | My attendance and timekeeping are excellent | I reflect on my learning and plan my next steps |
| P | Positive | I enjoy what I am doing | I have strong beliefs and principles | I am able to collaborate positively with others | I can show leadership in a range of situations |  |
| I | Imaginative | I am creative, original and innovative in a range of situations | I am thoughtful and consider issues carefully | I am able to solve problems rationally and systematically | I will take risks when necessary to solve problems | I am intelligently curious about the wider world  |
| R | Respectful | I show courtesy to everyone | I am polite and use appropriate language when speaking and writing | I am tolerant of the views of others | I care for others, especially those less fortunate than myself | I can manage my own behaviour so that I show self-control in all situations |
| E | Having Empathy | I demonstrate emotional intelligence when working with others | I can work well with other people in groups and teams | I appreciate diversity, recognising the contribution of different communities | I am highly inclusive, valuing each individual for themselves. |  |

Off-site behaviour

* Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.
* If any student behaves in an unacceptable manner on his/her journey to and from school they should expect to be banned from using the bus for an agreed length of time or even permanently. Parents/carers would be notified of this in advance.
* Sanctions will apply if misbehaviour takes place on Educational Visits, Work Experience; whilst in Alternative Provision or whilst the student is taking part in a further education course as part of a school programme etc. The school has the right to take action and use appropriate sanctions if a student misbehaves whilst at Alternative Provision or on a managed move to another school.
* The school can take action if a student harassed, caused anxiety or annoyance to a member of staff or a student off school premises, including through the internet/or mobile phone. This could also be a police matter.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

* Causing disorder
* Hurting themselves or others
* Damaging property

Incidents of physical restraint must:

* Always be used as a last resort
* Be applied using the minimum amount of force and for the minimum amount of time possible
* Be used in a way that maintains the safety and dignity of all concerned
* Never be used as a form of punishment
* Be recorded and reported to parents

Rewards and sanctions

An ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this and we use the Classcharts system to track rewards and sanctions

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Students make more progress by being praised for what they do right than being punished
for what they do wrong

Rewards

The school’s ethos of encouragement is central to the promotion of positive behaviour for learning. Rewards are an integral means of achieving this. Rewarding students and celebrating success is at the heart of our community.

All staff are encouraged to focus on rewards not sanctions and positive Classcharts points are given for

* Outstanding work and effort
* A positive attitude to learning
* Demonstrating ASPIRE
* Representing the school and getting involved

Certificates and prizes are presented in year/school assemblies for –

* Progress, effort and attainment
* Attendance
* Sporting achievements
* Accumulation of Classcharts points
* Departmental rewards
* Extra-curricular involvement

Other rewards will also include:

* Leadership Team lunches and breakfasts.
* South Ribble Rotary Club rewards vouchers
* Reward trips throughout the year.
* Letters/post cards or phone calls home to parents/carers
* Special responsibilities/privileges

Sanctions and Behaviour management

In all schools there is the need to have CONSISTENT procedures to deal with persistent misbehaviour that threatens the learning or security of the other students and/or hinders the teacher’s ability to teach effectively.

Walton-le-Dale High School believes that bad behaviour should never interfere with learning. As a school we have a responsibility to teach our students values and good character. We will do this by rewarding desirable behaviour with praise and tangible rewards and also by imposing consistent and clear sanctions for unacceptable behaviour. Students feel safe with boundaries and it is the job of the school to provide these. The school will be relentless in its expectations of the behaviour of our students.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

* Create and maintain a stimulating environment that encourages pupils to be engaged
* Display the RESPECT, BASIC and ASPIRE posters clearly and refer to them relentlessly to guide students
* Develop a positive relationship with pupils, which may include:
	+ Greeting pupils in the morning/at the start of lessons
	+ Establishing clear routines
	+ Communicating expectations of behaviour in ways other than verbally
	+ Highlighting and promoting good behaviour
	+ Concluding the day positively and starting the next day afresh
	+ Using positive reinforcement

Sanctions may include:

* Reprimand by member of staff
* Detentions: staff, department, Head of Department, Progress Co-ordinators, SLT, break and lunch isolation.
* Department/Faculty monitoring systems
* Monitoring – Support card, Progress Co-ordinators, PSP (Pastoral Support Programme)
* Isolation in school or at another school.
* Governors or SLT behaviour panel.
* Fixed Period Exclusion from school
* LA Managed move process - Lancashire or Blackburn
* Referral to district intervention project - Pupil Referral Unit for KS3 intervention or a Key Stage 4 longer term placement (see notes below)
* In rare circumstances Permanent Exclusion from school

**DETENTIONS**

Lates Break Detention

* Any student arriving to Form Tutor time after 8.45am will be placed in Lates Break detention.
* This will take place at 11.05am in set rooms on set days with the Progress co-ordinators. Failure to attend will result in Lunch Isolation the same day. This auto-upscales on Classcharts.

Lunch Isolation

* Students can be placed into Lunch Isolation for pastoral misdemeanours and also for not attending Lates Break Detention the same day.
* Lunch Isolations are logged on Classcharts.

Staff Detentions

* Any member of staff may issue a detention, which would normally take place at a break or lunchtime. These will be logged on Classcharts which informs parents/carers. The student will also be informed by the teacher. Attendance will be logged on Classcharts.
* If the student fails to turn up for the Break or Lunch detention, the member of staff can either give the student an after school detention with themselves or refer the student for a Department/Faculty after school detention. Head of Department detention will take place after school every Tuesday.
* Account will be taken of the child’s circumstances before issuing an after school detention and after school detentions will be arranged for a day when there will be a late bus to Preston/Blackburn.
* Failure to attend a Department after school detention will result in a Progress Co-ordinator’s Detention the following day (Wednesday). This will be recorded on Classcharts.
* For an after school detention, the parent/carer receives 24 hours’ via Classcharts or telephone call/comms message/email.
* All after school detentions are logged on the SIMS system.

Progress Coordinators Detention

* If a student fails to attend a Department detention or causes a serious breach of the Code of Conduct a Progress Coordinators Detention is given.
* This is usually held on a Wednesday from 3.05 - 4.05pm but may be changed, with notice, to another night.
* Parents will be notified via classcharts or telephone call/email.
* Failure to attend will result in an SLT detention the following day. This will be recorded on classcharts and parents/carers will be informed.

SLT / Pastoral Detention

* If a student fails to attend a Progress Co-ordinator’s detention or causes a serious breach of the Code of Conduct an SLT Detention is given.
* This is usually held on a Thursday from 3.05 - 4.05pm but may be changed, with notice, to another night.
* If a student has knowingly chosen not to attend, the sanction will be in context with that student's current behaviour profile and may result in Internal Isolation or a Fixed Period Exclusion.

Homework Support

Progress Coordinators constantly monitor the activity of their year group via classcharts. Students who persistently do not produce homework may be referred to homework support (Tuesday – Thursday). Parents/Carers will be informed via classcharts.

Exclusions from lessons

Where a child wilfully refuses to behave to acceptable standards they may be subject to one of the levels of exclusion from lesson.

On-Call

* On call is used when a student is repeatedly breaking the school rules and not following the school BASICS. Staff will use classroom management strategies to deal with behaviour and avoid escalation.
* There are 3 steps to the On Call system.
* 1st issue – Clear warning – time to adjust behaviour
* 2nd issue – Classcharts point
* 3rd issue – Call for support – contact On Call staff – using Classcharts or radio.
* The student will be spoken to by the On Call member of staff.
* When possible the student will be returned to lesson to continue learning
* If the student is unable to modify their behaviour, they will be removed for the remainder of the lesson and placed with Head of Department or a member of pastoral staff or SLT.
* If removed, the student will receive a Department Detention or Isolation – depending on incident.
* HOD records attendance at DT on Classcharts.
* Repeated Support Calls will lead to escalating sanctions
* Where a student’s behaviour has been sufficiently abusive or violent to demand immediate exclusion from the lesson or activity, On Call is used immediately.

Internal Exclusion / Isolation

* Where a child remains in school but is not permitted to join lessons or other break and lunchtime social activities, they work in isolation under the supervision of a designated member of staff.
* This might be as the result of a serious incident or it might be as a result of an 'On Call’.
* The student is informed of the need for Isolation as a result of their behaviour at the time of the incident or via the Student Notices in registration the next day.
* Students will complete their work using TEAMS.
* Break and Lunch are spent in Isolation.
* Parents are informed by telephone call or by letter.

Isolation at another school

* In certain instances, the isolation may be completed in another school so that the student is separated from school. This is done as another sanction to avoid formal exclusion from school.

**EXCLUSION FROM SCHOOL**

**Suspension**

A Head teacher may exclude a student for up to 45 school days (9 school weeks) in a school year. For the first 5 days of any exclusion it is the parent(s)/carer(s) responsibility to provide care and supervision for their child. After the 5th day the school must make provision for the student.

If the student accumulates more than 5 days of exclusions the Head Teacher will make arrangements for the student to attend a Pupil Referral Unit or another school to continue their education until they return to Walton-le-Dale.

The Head Teacher will decide the length of suspension based on the issues and circumstances.

Students on a suspension will receive work to complete. This may be online study. All students who are excluded will be required to attend a reintegration meeting with the Deputy Head Teacher, or another senior member of staff for the purpose of ensuring a successful and positive return to school. If a parent does not attend this meeting the student may be placed into isolation until the meeting can take place.

The offences listed below (not exhaustive) may lead to fixed term exclusion.

In exceptional circumstances, they may lead to permanent exclusion.

* Physical violence towards another student or member of staff.
* Derogatory and/or discriminatory verbal violence towards a student or member of staff
* Serious Defiance or refusal to follow reasonable instructions.
* Racial/sexual/homophobic harassment
* Bullying
* Theft
* Drug/alcohol abuse or possession of drugs/alcohol or the use of illicit substances or materials (including pornography)
* Graffiti or property damage
* Persistent and wilful failure to abide by the Code of Conduct, especially with regard to disruptive or rude behaviour
* Bringing the school into disrepute
* Inappropriate use of the internet or social media

Permanent exclusion

On rare occasions, the Head teacher may permanently exclude a student from school. The student’s parents will always be fully involved and given the opportunity to make representations.

The decision to exclude permanently is a serious one. There are two main types of situation for which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which have been used without success.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or ‘one off’ offence. These might include:
* Serious actual or threatened violence against another student or a member of staff
* Sexual abuse or assault
* Carrying a weapon
* Arson
* Drugs

These instances are not exhaustive but indicate the severity of such offences. A student may be permanently excluded for other reasons.

Exclusions will be conducted in accordance with the Department for Education’s exclusion guidelines.

Searches and confiscation

Any prohibited items found in pupils’ possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with guidelines.

Personal property

Students are responsible for their own property. All items should be clearly named. It is important that expensive items or large sums of money are not brought into school. Where this is essential these should be left in the office for safe-keeping.

The school does not carry insurance for any loss of students’ possessions.

Mobile phones

* Students receive regular reminders about mobile phone policy.
* Students who bring valuable items to school must use them in accordance with the school's mobile phone use rules.
* Students may not use phones inside the school building. They are to be on silent when inside the building. If they are seen or heard inside the school building they will be confiscated by staff.
* Phones used in areas and times that are outside those stipulated will be confiscated and stored securely. They will be returned in accordance with the school's mobile phone policy.

Support strategies

Where a student is experiencing particular problems related to behaviour management, an appropriate support strategy will be put into place.

Who determines which strategy is to be used will depend upon the behaviours exhibited and the frequency and severity of those behaviours.

TIME-OUT CARD

* In some specified instances it may be necessary for a child to be allowed a 'Time-Out' arrangement, in which they are permitted, to leave the lesson to report to a designated member of staff to avoid or defuse a potentially difficult situation.
* In all circumstances the student will have written permission from the Deputy Head or member of the Pastoral team. This will either be a laminated card for longer term issues eg students with an assessed condition/disability such as ASD or ADHD or a hand written note for shorter term issues eg a student whose parent/carer is seriously ill or there are very stressful situations at home.

SUPPORT MONITORING

* A Form Tutor/Mentor may put a student on a support monitoring card for a number of reasons which may include

To help with confidence

To support for a particular area of the their learning

To support for a particular area of their behaviour

MONITORING CARD

* A student is placed on Monitoring Card by the Progress Co-ordinators or DHT when they are frequently displaying low level inappropriate behaviours in a number of lessons.
* The Progress Co-ordinator has usually contacted the parent/carer and discussed the use of the Conduct Monitoring.
* The student has the target booklet /card signed in each session.
* The card needs to be signed every day by the parent/carer.
* It is monitored daily by the Progress Co-ordinators.
* If the student is not responding to the strategy the Progress Co-ordinator will discuss it further with the SENCO and/or the Deputy Head.
* Dependent upon the targets set, sanctions may form part of the conditions of the monitoring.

DEPARTMENT MONITORING

* Where a student is displaying negative behaviours in just one subject the class teacher may, through discussion where appropriate with the Head of Department, place the student on a Department monitoring system.
* This would be very similar in procedure and practice to the Conduct monitoring system but just for that subject.
* In all instances of Department monitoring the appropriate Progress Co-ordinator must be informed.

PASTORAL SUPPORT PLANS (PSP)

* Where a student has not responded to other strategies a PSP may be put in place to support a student in improving certain aspects of their behaviour.
* This involves the setting of targets by the DHT in conjunction with student and parents/carers.
* This will include clear strategies, actions and consequences.
* The PSP is in place to act as a step between suspension and a permanent exclusion.
* It is a tripartite system involving the student, his or her parent/carer and the school.
* See Appendix 3 for full details

COUNSELLING

* If a student feels that professional counselling would help they can self-refer to the School Counsellor via the Deputy Head or pastoral team.
* In consultation with the student, a member of staff might make the referral on behalf of the student.
* No student will be referred to Counselling without their consent.

BEHAVIOUR CONTRACTS

* If issues develop between 2 or more students, a contract may be put in place to be clear about expected behaviour.
* This will include consequences for breaking the contract.

REFERRAL TO A PUPIL REFERRAL UNIT (Alternative Provision)

* Referral can be made to a PRU in the home area of the student.
* This would be for a supportive intervention/respite/pro-active behaviour modification scheme.
* The student would be referred for an agreed period.
* Referrals can, by law, be made by the Head Teacher without parental consent but parental consent would always be sought.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Monitoring and evaluation

This policy has been approved by the Governing Body of the school and will be reviewed regularly.

Complaints

If you are unhappy with the way your child is being treated, or any of our actions or lack of action, please feel able to tell us your concern, we know it can be difficult to question what a school is doing, but if you do not tell us what is worrying you, we cannot explain our actions or put things right. Our support and respect for you and your child will not lesson in any way. If you have already told us about a concern but are not satisfied with how we have responded, you may wish to make a formal complaint. We have a complaints procedure which will tell you exactly what will happen and how long it should all take. If you want to look at it before speaking to us please contact head@waltonledale.lancs.sch.uk or 01772 335726 - we will be happy to send you a copy.

Policy reviewed January 2022

# Appendix 1 – The Code of Conduct

It is important that students are aware of how to conduct themselves when not under direct supervision at Break and Lunchtimes and before and after school through the Code of Conduct:

* All students are made aware of how positive behaviour is defined, and why it is important, through the Code of Conduct.
* This is reviewed periodically and all students are involved in this via the School Council as well as staff, governors and parents/carers.
* It is expected that all staff would model all aspects of the Code of Conduct.

**CODE OF CONDUCT -**

The school believes that:

- all students are gifted and capable of achieving success,

- success comes in many different forms, all of which are important,

- all students should be valued as individuals,

- all have a right to succeed,

- success is more likely to be achieved in a warm, supportive atmosphere in which there is a strong sense of purpose,

- it is our duty to support all aspects of students' development, including their social and moral development,

- all students have the right to enjoy the highest quality of educational experience the school can provide,

- all students have a responsible part to play in ensuring the school succeeds in all these ways,

- students can contribute to this success partly by the way they behave and by making the most of every lesson and other parts of school life.

For these goals to be achieved, you need to contribute in the following ways:

1. Making sure the school stays a constructive, civilised and good place to be, where people respect and co-operate with each other by helping those responsible for your care (staff, Prefects, mentors and others) to treat you with respect and courtesy.

This should be done by:

* always being polite and respecting their name and position;
* always remembering they have the right to do their job;
* always saying "please" and "thank you";
* always being considerate and looking for ways to help when you can;
* always do what you’re are asked to do to the best of your ability
* never asking a member of staff in an aggressive, challenging way why you should do as you are asked;
* never refusing to do as you’re are asked by someone with a right to ask it;
* being aware of how your body language and tone of voice may be seen by others.

2. Showing you are full members of the school and local community by

* wearing full school uniform - without modifications - when on the way to and from school, at school and at school events off site;
* showing consideration to others on the way to and from school and at lunchtime (if you go home), by:
* not being rowdy, abusive, violent, bullying, fighting or causing any damage,
* not dropping litter,
* not smoking,
* showing respect and consideration for other members of the local community.

3. Making every classroom a place where people succeed by:

* ensuring your attendance is as high as possible and above 95% where possible;
* ensuring you are punctual 100% of your time in school for registration and all lessons;
* coming with a determination to get the most out of every day;
* coming to school fully equipped to do the day's work;
* bringing PE kit; Food Technology items etc;
* not wasting lesson time by not being prepared;
* accepting that all students have a RIGHT to learn and to succeed without disruption to lessons or threats to themselves;
* accepting that homework and coursework assignments are always an important part of leaning and must be done fully, to the best of your ability and on time;
* recording ALL homework tasks FULLY
* letting the class teacher and/or Form Tutor know as soon as possible before it is due to be handed in if you have a genuine problem with a homework task;
* helping the efficient beginning and end of lessons by following the proper routines;
* looking carefully at work when it is returned and carry out any checks, corrections or other tasks asked of you;

4. Make the school a place where everyone feels safe and happy by:

* accepting that all students have a RIGHT to learn and to succeed without disruption to lessons or threats to themselves;
* accepting that all students have the RIGHT to let a member of staff know if something or someone is making them feel threatened or unhappy;
* being responsible for telling a member of staff if you think someone else's rights are being denied;
* remembering that problems can be solved if they are reported and if people behave sensibly but wilfully continuing to threaten or hurt someone will not, under any circumstances, be tolerated;
* accepting the RESPONSIBILITY of reporting bad behaviour (to be aware of it and do nothing is the same as encouraging or being a part of it);
* students understanding the concept of Joint Enterprise and that it applies in school in the same way as the police use it;
* having the RIGHT to report incidents of bad behaviour without being afraid.

5. Looking after the school environment by:

* not damaging the school building, gardens etc;
* not using chewing gum;
* not dropping litter;
* picking up litter when you see it;
* not making any graffiti - writing or other damage;
* keeping public areas, toilets and classrooms tidy;
* using all school property with care.

6. Supporting other people's right to a healthy and safe environment by:

* not smoking cigarettes or e-cigarettes;
* not bringing tobacco and matches or lighters into school;
* not using or bringing any harmful substances, including alcohol, in to school;
* not using aerosols in to school as these can affect asthmatic students and staff;
* not bringing in to school any items that might cause harm to another person eg blades or anything that could be seen as a weapon;
* reporting immediately any incident of this type you see.

All students, parents and staff have a right to know the school is a safe place.

The school MUST be free from the risks of these things.

Anyone threatening the safety will be in VERY SERIOUS trouble and may be permanently excluded from Walton-le-Dale High School.

7. Keeping movement around school at lesson changes, breaks and lunchtimes sensible and safe by:

* following the one-way systems on the stairs;
* never running;
* going directly to lessons;
* moving quietly and purposefully around the corridors, never shouting;
* remembering that some people continue to work through lesson changes, Breaks etc;
* being aware of other people around you;
* opening doors for, or waiting for staff carrying work between lessons to pass through;
* looking for ways to help any visitors to our school;
* not preventing other students from passing through doors or on corridors;
* remembering the Front Office area is always working and needs to be kept quiet;
* being aware that at any time we may have visitors in the Reception area.

# Appendix 2 – The School Rules and Routines

### **PRINCIPLE**

Everyone must act in a reasonable manner, showing respect for self and others.

To help in maintaining an ordered and calm atmosphere

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| --- | --- |
| 1 | Students entering the school building before 8.45am in the morning should wait in the Dining Room if they register in A Block or outside B, C and D Block until just before the bell, when they should move to the door of their form room. |
| 2 | Students should be outside of their form rooms by 8.45am daily. Registers are taken at 8.45am and at 2.10pm. If a student is later than this then he/she will be marked late.  |
| 3 | Students should be punctual to all lessons and ensure that they arrive adequately equipped. Students should not be lingering on corridors or in toilets when they should be elsewhere. |
| 4 | In moving around the school students should keep to the right and walk not run. All movement should be orderly and quiet. Shouting or running is not acceptable on corridors at anytime. |
| 5 | Correct uniform must be worn at all times. This includes following the make-up, jewellery and shoe rules at all times. |
| 6 | Coats must not be worn in class or around the school unless students are on their way to another block and then should put on or taken off as they leave or enter the building. |
| 7 | Students may not leave the school site without permission. Students who need to leave school during the day must take a letter to the Pupil Office. Once permission has been given the student must sign out. If a student returns he/she should sign in on return at the Pupil Office unless it is afternoon registration time. |
| 8 | Students who feel ill during the day must have the permission of their class teacher BEFORE reporting to the Pupil Office. If sickness occurs at break or lunchtime the student should report directly to the Pupil Office. School will contact parents/carers. STUDENTS SHOULD NOT CONTACT THEIR PARENTS/CARERS ABOUT ILLNESS OR DISTRESS UNTIL THEY HAVE SPOKEN TO SCHOOL STAFF. |
| 9 | No food should be eaten anywhere other than designated areas informed on student notices. If a student wants to obtain a school meal to take to their club they must order a Grab Bag at breakfast or lunchtime. No hot food is allowed to be taken to clubs (this includes Pasta pots and slushes). |
| 10 | Personal stereos, iPods, mobile phones, electronic games and radios etc are not allowed to be used in the school building except with a member of staff giving permission.Aerosols, liquid paper, chewing gum and laser pens are not permitted in school. |
| 11 | The selling of items on the school premises is not allowed without prior permission from the Head Teacher. |
| 12 | Smoking, intoxicating substances and any form of drug (legal or illegal) are not allowed, and will be treated as a serious breach of school rules. This includes e-cigarettes and the items that go with smoking and e-cigarettes. The exceptions to this rule are ‘over the counter’ pain killers eg paracetamol and ibuprofen. In these cases only enough tablets for that day may be brought in to school and not complete blister packs. |

# Appendix 3 – Pastoral Support Programme

The PSP is in place to act as a step between suspensions and a permanent exclusion.

It is a tripartite system involving the student, his or her parent/carer and the school.

The aim of the PSP

1. The main aim of the system is to try to prevent students with serious behaviour and/or work problems, from being permanently excluded. The definition of 'problems' is that the student will probably already have had several suspensions. It is to be seen as the last chance for them to adjust their behaviours.
2. It works by providing the student with a personalised monitoring structure that enables them to understand what is expected from them in terms of conduct and/or standards of work (the conditions) and what will happen to them if they choose to go against that structure (the consequences).
3. The system has built in warnings and chances so that the student has the opportunity to 'pull back' and adjust their behaviour.
4. At the end of a contract if the system has worked the student will have adjusted their behaviour to an acceptable standard or if they have reached the final stage and cannot or will not adjust their behaviour, the monitoring process provides evidence that the Head Teacher may choose to use if they need to proceed with a permanent exclusion.
5. If the student is adjusting their behaviour so that it is less disruptive, the other students in the class benefit and the member of staff has a less stressful environment in which to teach.
6. Communication with the parents/carers of students when they have reached this critical stage in their school career is essential. The parents/carers are involved on a daily basis and are therefore informed and involved with their son or daughter's progress.

(NB This system is sometimes inappropriate for students with difficulties beyond their control eg a student with a form of autism. However, it is expected that in a mainstream high school students can manage their behaviours to a certain level and it might be that advice from SENDOs/Educational Psychologists is needed for students who reach this level of disruption.)

How does the system work

Whilst there is a structure for the PSP system as detailed below, it has to be accepted that every case is unique and therefore the consequences and stages are not always in the same order or do not necessarily take place.

The system has two parts, a personalised Contract containing the PSP that is agreed and signed by the student, the parent/Carer and the SLT member.

a) Identification of students for the system

1. There are no hard and fast rules for placing a student on the contract but they will generally have been known: to have had problems for some time; to have been on the normal monitoring systems with the Progress Co-ordinator’s involvement; to have usually had a least one suspension.
2. The Progress Co-ordinators will have serious concerns about the student and will previously have discussed their progress with the Deputy Head and/or the SENCO if the student has any form of SEND.
3. It may be that in discussion with the Progress Co-ordinators the student feels that this is the best course of action and requests to go on to a PSP.
4. When the concerns become critical the Progress Co-ordinators will ask the Deputy Head to place the student onto a PSP. The SENCO will be kept informed at this stage.
5. The number of students on PSP any one time will be very small.

b) Collation of information

1. Information on the student is collected from the subject teachers, Form tutor and Progress Co-ordinator and classcharts.
2. Generally the Deputy Head will lead on a Conditions and consequences contract but sometimes it is more appropriate for the Progress Co-ordinator or another member of SLT to lead.

c) Student involvement

1. The student has discussions with the Deputy Head (or PC).
2. One of the exercises that is undertaken during the discussions is a self-analysis.
3. The information collected from class teachers is then discussed and students will have the opportunity to comment.
4. The Deputy Head goes through the PSP and the full conditions list to the student. The aim of this exercise is to give the student opportunities to analyse their problems in a positive climate

d) The Conditions

1. Every lesson a student will be monitored on the following
2. Classwork
3. Behaviour
4. Punctuality
5. Equipment

e) The Consequences

1. The Consequences make it very clear what will happen if the student breaks any of the Conditions.

f) The Monitoring Card

1. The card contains a list of 4 areas of monitoring - covering behaviour, effort, punctuality and equipment. Behaviour outside the classroom will be monitored through classcharts.
2. The student is graded by the teacher at the end of the lesson.
3. Warnings: Staff are instructed under the terms of the contract to issue a warning if a student breaks one of the Conditions unless it is one listed under the Consequences as requiring immediate exclusion from the lesson eg fighting, verbal or physical assault on the member of staff etc. A warning should be recorded on the monitoring card and on classscharts
4. If after the warning the student again breaks the Conditions, (not necessarily the initial condition that was broken) they are graded ‘not met’.
5. This results in the student being ‘on called’ and immediate exclusion from the lesson.
6. They have to follow a set procedure and spend the rest of the day in Internal Exclusion, usually with their DHT.
7. The majority of contracts run for 20-30 days initially.
8. At the review meeting the student has the opportunity to evaluate their progress and if it is felt that the contract period needs to be extended the student has the opportunity to negotiate new targets.

g) The Stages

1. Most contracts have 3 stages:

Level 1 = Three ‘on calls’ in any 5 days results in the student moving to level 2

Level 2 = Three ‘on calls’ 5 days results in a one day internal isolation and the student moves to Stage 3

Level 3 = Three ‘on calls in 5 days will result in an immediate External Exclusion and the student does not return until the time that the Head Teacher informs the parent/carer.

1. To return to the previous stage the student must have 5 consecutive 'good' days.
2. The DHT monitors the student's progress on a daily basis
3. The parent/carer monitors the contract on a daily basis by signing the card.

 h) The Contract meeting

1. The parent/carer, student and Deputy Head and sometimes the SENCO or Progress
2. Co-ordinator attend the Contract meeting.
3. The system is explained to the parents/carers and they, the student and the Deputy Head sign the contract.
4. A time scale is agreed upon.