

# Behaviour Policy

## Prince Andrew School

**Approved by:** Education Committee

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## **Our Behaviour policy is based on the following principles:**

- We have the very highest expectations of students in terms of their behaviour.
- Staff, students, parents and Education Committee have a 'collective responsibility' for improving student behaviour.
- We realise that teenage years can be challenging and we therefore work closely with students, parents and carers to support and encourage positive behaviour.
- We recognise that students in our school are on a learning journey both intellectually and emotionally and that they will make mistakes and we will therefore encourage a culture in which students are able 'to reflect' on their behaviour and be given opportunities to repair. It is important that students understand the reason why their behaviour is unacceptable.
- All incidents will be dealt with fairly using the consequences set out in the school behaviour policy which all students are familiar with.
- Rewarding students is an important part of the ethos of our school.

### **1. Aims**

This policy aims to:

- To foster a caring, nurturing atmosphere in which teaching and learning can take place in a safe and happy environment.
- To make sure that poor behaviour will be sanctioned.
- To encourage responsible behaviour and respect for oneself and others and for one's environment.
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students 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**

### **2. Legislation and statutory requirements**

This policy is based on:

- Education Ordinance 2008; Part VII
- advice from the Department for Education (DfE) on:
  - Behaviour and discipline in schools
  - The Equality Act 2010
- Student Illness Policy

It is also based on the St Helena SEND Policy. *(This is still in draft form.)*

### 3. Definitions

At Prince Andrew School we aim to provide a safe, caring and well-ordered environment, which is vital to effective learning and teaching.

A successful behaviour policy requires commitment and consistency of practice of all staff to ensure learners know the standards expected of them. All members of the school are expected to help maintain an atmosphere conducive to learning. Courtesy and mutual respect between all parties are considered to be basic requirements of this. Students should be treated fairly and consistently by all members of staff.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Any form of bullying

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Persistent bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Malicious accusations against a staff member which is found to be unsubstantiated
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and tobacco products
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

## 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 policy.

## 5. Roles and responsibilities

### 5.1 The Education Committee

The Education Committee is responsible for approving any updated version of this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

## 5.2 The Senior Leadership Team

The Senior Leadership Team (SLT) is responsible for reviewing this behaviour policy in conjunction with the Education Committee giving due consideration to the school's behaviour principles and aims as outlined at the beginning of this document.

The Senior Leadership Team 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.

The Senior Leadership Team has the responsibility for giving fixed-term exclusions to individual students for serious acts of misbehaviour.

In addition, the Senior Leadership Team will:

- Provide a role model when interacting and working with staff/students/parents and the community.
- Establish and communicate clear consistent expectations at all times.
- Take responsibility for following up serious behaviour issues promptly.
- Be highly visible in and around the school
- Respond to staff concerns as promptly as possible
- Take a lead in recognising students' achievements.

## 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on SIMs as appropriate
- Follow through any consequences promptly and ensure these are recorded
- Attend student briefings to give/receive regular updates on any students who may be off particular concern, so that these concerns may be followed up and addressed at the earliest stages of poor behaviour.

In addition, we expect all staff to:

- Accept that unsatisfactory behaviour may occur and deal with it firmly and fairly
- Start afresh each lesson with the same expectations
- Always focus on learning. **LEARNING comes FIRST.**
- Give clear praise and/or verbal warnings.
- Look for a positive focus in a potentially negative situation.

- Have a seating plan in place for all classes.
- Allow students take up time (give space to think about actions)
- Give students the opportunity to reflect and repair within lesson
- Where necessary, keep a regular dialogue with Head of Key Stage/Deputy Head Student Services on both positive and negative behaviour
- Deliver well planned lessons in line with the teaching and learning policy.

The senior leadership team will support staff in responding to behaviour incidents.

#### **5.4 Parents/carers**

Parents/carers are expected to:

- Ensure that students come to school correctly dressed.
- Ensure that students come to school correctly equipped and ready to learn.
- Work in partnership with the school to ensure good behaviour. The Home to School Agreement (Appendix 2) sets out expectations for parents.
- Support their child in adhering to the school's Code of Conduct
- Support your child's learning and cooperate with the school
- Inform the school of any changes in circumstances that may affect your child's behaviour
- Discuss any behavioural concerns with the appropriate staff promptly
- Attend all parent meetings, etc. which is held at the school in relation to their child.

We expect all parents to support their child throughout their education, and to support the school in helping your child. We encourage parents/carers to address any queries regarding sanctions firstly to Head of key stage, then to the Deputy Head Student Services and Headteacher.

#### **5.5 Students**

Every student is responsible for his/her own behaviour and to act in a manner that demonstrates self-discipline and a sense of responsibility.

Students are expected to:

- Abide by their School Behaviour Policy rules;
- Have a positive approach to their school life;
- Show courtesy and respect at all times towards others and the school buildings;
- Be regular in attendance and punctual for classes;
- Co-operate with their peers and staff;
- Recognise that no poor standards of behaviour will be accepted;
- Develop a sense of community and of caring for each other and for the environment;
- Accept responsibility for a well-ordered community at school and take a positive role in the running of the school;

- Demonstrate a positive image of their school through their exemplary behaviour at and outside school.

The Home to School Agreement sets out the expectations for all students.

## 6. Student code of conduct

One “rule” everyone in school can try to live up to is:

**Consider the other person at all times**

This means:

**Always try and understand other people's point of view.**

**Co-operate with other people, staff and students.**

**Move quietly.**

**Always be polite.**

Students should remember there is never any excuse for rudeness, disrespect or insolence towards anyone especially a teacher. Any reasonable request from a member of staff should be carried out at once and without argument.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for **EVERYONE** to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including those occasions when students are off site, example: educational or reward trips.

A full version of the Student Code of Conduct is found at **Appendix 5**.

## 7. Rewards and sanctions

At Prince Andrew School we aim to focus on rewarding positive behaviour “catch them when they are doing good” approach. In this way, the positive behaviours become the focus of attention and not the negative behaviours. Staff should always, where appropriate reward positive behaviours in the classroom as a good examples for other students to follow.

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise



- House points

The maximum number of housepoints that can be given at any one time is **3 (three)**; but housepoints must be given in proportion to the reward in which it is being given. The only exceptions to this are:

- In Design and Technology students at Key Stage 3 only can be awarded a maximum of 10 housepoints depending on the outcome of the modules they are undertaking on the carousel.
- Approval is given by a member of the Senior Leadership team in exceptional circumstances for more than 3 housepoints to be given. **This can ONLY be done with the approval of SLT.**

- Golden Tickets

Given at KS3 for every 15 housepoints gained.  
Given at KS4/5 for every 5 housepoints gained.

During general Rewards Assemblies, there will be a Golden Ticket Draw; one from each Key stage, and the winner will receive a small monetary prize.

- Time off timetable (up to one day depending on nature of rewards)
- Good News Postcards
- Letters and/or phone calls home to parents

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Changing the seating plan
- Sending the student out of the class to the Remove Room to continue work and to reflect on their behaviour.
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a member of the pastoral team or subject leader
- Referring the student to a senior member of staff
- Letters and/or phone calls home to parents
- 1:1 meetings with parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Internal isolation

We may use the Isolation Room in response to serious and/or persistent breaches of this policy. Students may be sent to the Remove Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

In some cases, depending on the nature of the behaviour, and the needs of the student, the consequence will be internal isolation, the length of which will be determined by either the Senior Leadership Team (SLT) or Heads of Key Stage. During this time, the student will be given the same classwork as his/her peers. Before his/her return to mainstream schooling, a meeting will be facilitated by either SLT or HoKS between the student and the

staff member involved, so that the incident can be resolved, and a fresh start made. Where applicable, a Daily Record Booklet (DRB) will also be given and targets for the student to work towards agreed in this meeting.

Students who do not attend a first detention during break time or the lunch break, will be given a second chance to attend. Students who do not attend the second detention, will have a letter sent home by either the Subject Leader/Heads of key Stage or Deputy Head Student Services, and the student will have a period 6 (15.05 – 16.00) detention. Transport home will be arranged by the school.

The isolation room is managed by Deputy Head Student Services.

## **Suspension**

Under Section 50 of the Education Ordinance 2008, the Head teacher (or deputy head teacher in the absence of the head teacher) may temporarily suspend a student whose behaviour presents gross misconduct as set out in C5 of the table at appendix . The length of the suspension will depend on the behaviour of the student and whether the student has been suspended before. The head teacher (or deputy head teacher) will also take into account the individual's emotional development needs when making a decision about the length of the suspension.

Before deciding to suspend a student, the school will:

- Ensure that an appropriate investigation has been conducted. During the time the investigation is being conducted, it may be necessary to keep students apart, or away from mainstream school, in which case the student(s) will remain in the Isolation Room until the investigation has been completed.
- Ensure that all the relevant evidence has been considered
- Give the student an opportunity to be heard
- Consult other relevant people if necessary

When a suspension is given to a student, the parent(s)/carer(s) will be contacted on the day of the suspension, and then reason for and the length of the suspension will be outlined. Parent(s)/carer(s) will need to collect the student immediately. During this time, the student will be isolated from the rest of the school.

When it is not possible to provide a detailed information on the circumstances of the suspension, (when the student is collected), a written letter will be sent home with the student, giving a brief outline of the incident and the number of days of the suspension. A more, detailed letter will then follow.

The school will make appropriate educational arrangements for any student whose suspension lasts for 2 or more days upon request of the parent/carer. Work will be provided by the Head of Key Stage and either given to the student on the day of the suspension, or sent home at the earliest convenience.

A readmission meeting will be held with both the parent/carer and student on the day of his/her return to the school. This readmission meeting will be chaired by a member of SLT, with other appropriate staff member(s) present. The purpose of the readmission meeting is for the student to reflect on the behaviour which led to the suspension, and how they will ensure it will not happen again. Where applicable, the staff in the readmission meeting should agree strategies with the student in order to aid the student to make positive choices. This will be recorded in the student's Individual Behaviour Plan (IBP). When an IBP is not necessary, the student will placed on a Daily Reporting Booklet (DRB) for one week. Pending successful reintegration, the DRB will be stopped. However, if the

behaviours continue, then the Deputy Head or Head of Key Stage may decide to continue the DRB for a further period of time.

Upon readmission to the school and before joining mainstream schooling, the student will first spend some time in the Isolation Room. The length of time will be determined by the Senior Leadership Team. During the time the student is in the Isolation Room, a restorative justice meeting will be held between the staff member (with whom the incident occurred, if applicable) and the student to facilitate restoration of a positive working relationship. This arrangement will also take place between the students involved with the original incident, where applicable. Restorative Justice meetings will always be facilitated by a member of SLT or the pastoral team. All parties must agree to join this meeting, otherwise this meeting cannot be held.

## 7.2 Off-site behaviour

Sanctions may be applied where a student 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. On these occasions, a student will not be allowed on any future school trips, until the school is satisfied that the student's behaviour is not likely to cause further disruption when on the visit. A student may lose his/her seat on the bus, if after repeated warnings, the behaviour does not improve. A letter will be sent home to parents indicating the outcome.

## 7.3 Malicious allegations

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

Please refer to our safeguarding policy for dealing with allegations of abuse against staff.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

Our Prince Andrew School policy is about giving all students a chance to reflect on their behaviour by giving 2 verbal warnings (C1) which is recorded on SIMs but do not have points attached. This gives them 'reflection time' and a chance to change their behaviour. ALL staff should use this strategy, both inside and out of the classroom.

If a third warning, C2, (which is recorded on SIMs with appropriate negative points attached) is given, the staff member should issue a break/lunch detention on the same day the incident occurred (where possible). Should a detention not be given on this day, then the staff member should follow through with the appropriate consequence soon after the incident has happened. Staff members should seek to ensure that **both** the behaviour and how it has been resolved is recorded on SIMs.

**NOTE:** *If a student fails to show for their first detention, a second one should be issued. [Staff can email anyone from SLT or the pastoral team for assistance in getting students to detention if they are not punctual in turning up.]*

If the behaviour escalates to C3 (recorded on SIMs) which is removal from the classroom by the **on call person** to work in the **Remove Room**, the then staff member should, through the Subject Leader arrange for the student to do a detention.

If the student's behaviour continues to escalate to C4 (recorded on SIMs), then they will be placed in the Isolation Room (IR); this can only be done in conjunction with either Head of Key Stage or SLT.

Any student whose behaviour is C5 will receive a fixed term exclusion. This is recorded on SIMs. This can only be decided and agreed by a member of SLT.

A teacher/student/parent friendly view of these procedures is given at Appendix 6, and can be found in the PAS Behaviour Guidelines booklet, which is a simplified version of this Policy.

**At any time, a student could be placed at any consequence on the scale depending on the severity of the behaviour; but this will always be considered by a HoKS or a member of SLT.**

The flow chart for how persistent behaviour will be addressed by the different levels of staff within the school is shown on the following page – page 13.

In addition to this, and for ease of reference, a Student Reporting Structure has been produced by HoKS3/DHSS. The purpose of this is to allow students to see, at a glance, who they need to report an incident to depending on where it happens. This chart can be found on page 14.

Both of these charts can also be found in our Behaviour Guidelines leaflet.

At any time during this process, a referral can also be made to the Children's Support Team for additional help to staff for managing the behaviour of any particular student.

### **Overview of behaviour across the school**

Form tutors are the student's first point of contact and will have an overview on SIMs of how each student in their class is progressing. They will be able to check attendance data, behaviour and achievement points on SIMs at any time, and be the first person to discuss any issues with the student. In addition, students in their form room can also ask for advice and support, if necessary.

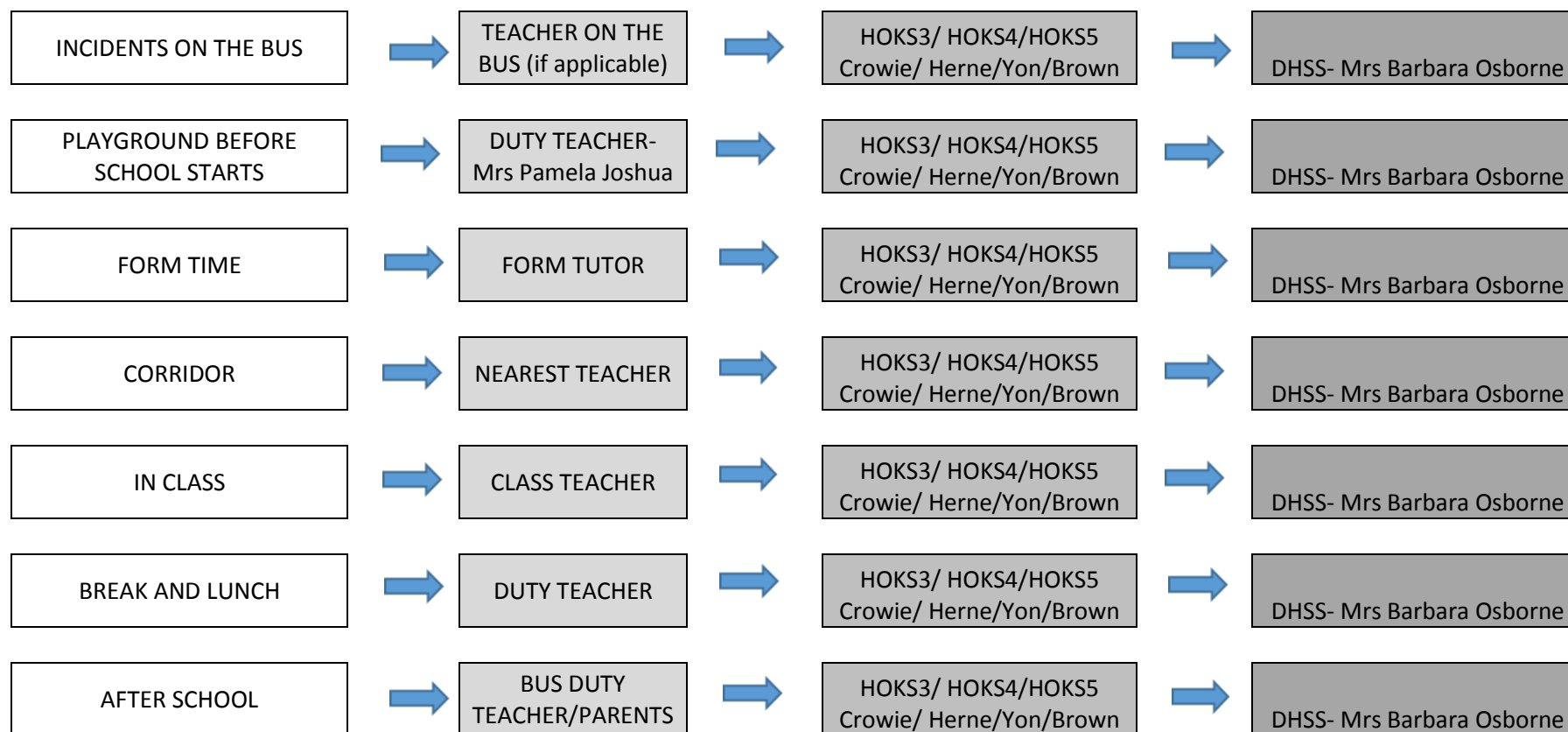
Form tutors can set their class targets to encourage positive behaviour; for example – having a reward day or half day out of school if the class achieve less than 20 behaviour points between them over a half term. This will foster good relationships between students in each form room and will encourage them to 'look out' for each other, and to develop self-discipline as individuals.

Form Tutors, Heads of Key Stage and SLT will all have an overview of each student's profile across the school. Whilst individual staff members and subject leaders will deal with student behaviour at subject level, at whole school level, the following is a list of suggested actions that happen at certain levels of behaviour points. This will help to create consistency across the four houses, and will also ensure that parents/carers are informed at an early stage so they can offer support as well and thus help to keep behaviour concerns at a very low level.

# BEHAVIOUR MANAGEMENT

Subjects		Playground/Corridors	Form Time
<b>Person dealing with behaviour Points</b>	<b>Actions/Consequences</b>	<b>Person dealing with Behaviour</b>	<b>Person dealing with Behaviour</b>
Subject teacher	In class consequences as per behaviour guidelines, After School detention.	Duty teacher <i>(Incident passed up if reached a C3)</i>	Form tutor <i>(Incident passed up if reached a C3)</i>
↓ 6		↓	↓
Subject leader	After School Detention, Letter Home, Subject record card	Duty leader	Head Of Key Stage
↓ 10		↓	↓
Head Of Key Stage	Round Robin - to check cross curricular. After School Detention. Meeting with parents. Behaviour plan drawn up and monitored with	Head Of Key Stage	Deputy Head Student Services
↓ 20		↓	↓
Deputy Head Student Services	As above + Isolation. Regular parent meeting every 3 weeks. Possible referral to CST.	Deputy Head Student Services	Head Teacher
↓ 26		↓	
Head Teacher	Monitoring Booklet. Fortnightly Parent meetings. Referral to appropriate out of school agency/body.	Head Teacher	
↓ 32			

## Student Reporting Structure



**Based on the severity of the incident, HOKS3 Scott Crowie/ HOKS4 Dulcie Herne, Linda Yon/ HOKS5 Mike Brown/DHSS Barbara Osborne will follow the necessary measures that coincides with the school's Behaviour Policy that is currently in place at Prince Andrew School.**

## **BEHAVIOUR CONSEQUENCES**

### **8.1 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 students to be engaged
- Display the student code of conduct
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Create a seating plan
  - 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
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Following up on all behaviour issues and resolving according to Behaviour Policy.

### **8.2 Physical restraint**

**Under Section 47 of the 2008 Education Ordinance**, staff may use, in relation to any student at school, such force as is reasonable to prevent them from doing further harm. This will be done to prevent students from:

- Committing an offence
- Hurting themselves or others
- Damaging property
- Engaging in behaviour that puts others at risk

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
- Be carried out by a member of the same sex (where possible)
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

If physical restraint is to be used, where possible, staff will engage with students using the TEAM TEACH approach in which all staff will be trained to minimise risk of harm to both students and staff.

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in students' possession will be confiscated.** These items will not be returned to students. They will be destroyed.

We will also confiscate any item which is harmful or detrimental to school discipline. Upon confiscation, parents will be contacted to collect these items, unless such items (for example, drugs/cigarettes /alcohol/knives) have to be handed over to the police.

Searching and screening students is conducted in line with **Section 48 of the Education Ordinance 2008**.

### **8.4 Student support**

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

The school's Head of Learning Support/Deputy Head Student Services will evaluate any student 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 student, 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.

## **9. Student transition**

To ensure a smooth transition from primary to secondary school, the Deputy Head Student Services and Head of Key Stage 3, follows a transition programme, in liaison with Primary Heads and their staff.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour/child protection may be transferred to relevant staff at the start of the term or year. Information on behaviour issues/child protection may also be shared with new settings for those students transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, during induction and on staff training days.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.



## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Deputy Head Student Services and the Behaviour Committee annually. Consultation with staff and students will take place as and when necessary. At each review, the policy will be approved by Education Committee.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Child Protection Policy
- Antibullying Policy
- Student Illness Policy
- Health & Safety Policy

## Appendix 1:



### **HOME to SCHOOL AGREEMENT**

*“To inspire & achieve”*

At Prince Andrew School we believe that a good relationship between home and school is the most effective way for **each student to fulfil his or her potential and make the most of the opportunities available at PAS**. We recognise that for any one individual to achieve, teachers, parents/carers, students and other key stakeholders all play a vital role in achieving success so it is important that our expectations are set out clearly.

This Home to School Agreement sets out some of the ways in which we can all work together to achieve the best possible outcomes for your child. Therefore:

#### **As a school we commit to:**

- provide a fulfilling and challenging education;
- provide a balanced curriculum to meet each child’s needs
- provide a secure and caring environment which, in turn, promotes a safe and healthy lifestyle;
- encourage every student to do his/her best;
- provide a clear framework for behaviour management and have high expectations regarding behaviour, attitude to learning and effort.
- treat everyone with respect;
- promote the Aims and Values as set out in our School Vision
- set homework regularly, according to the Homework Policy;
- provide regular marking and feedback in line with PAS Marking and Feedback Guidelines
- Encourage punctuality and good attendance
- maintain a positive environment for learning;
- communicate regularly with parents/carers about their child and his/her progress;
- be welcoming to enquiries and responsive to concerns from parents and students
- inform you if your child has detention rather than attending enrichment if he/she fails to meet the school’s standards in behaviour

Signed: \_\_\_\_\_ Senior Leadership Team

#### **As parents and carers we commit to:**

- take an active interest in my child’s education;
- provide good facilities to help with homework and ensure it is completed on time;
- support actively the school’s guidelines on good behaviour and disciplinary action, ensuring a safe, caring environment for all; and, in doing so, share responsibility for my child’s behaviour
- encourage my child to read for at least 20 minutes every day;

- ensure that my child has the appropriate equipment for school and attends in the correct uniform;
- encourage my child to work hard to the best of his/her ability, and support them with homework by checking and signing the Student Planner each week.
- encourage my child to take a pride in their school and play a full part in school activities;
- contact the school at an early stage in the event of any problems;
- attend consultation evenings and other school events whenever possible;
- encourage and support my child to eat well and make healthy choices;
- inform the school promptly of any change of home contact details
- ensure that my child attends school regularly
- make sure that time is not taken out of school unless it is urgent
- act as responsible digital role models and refrain from using social media to voice concerns about school issues.

Signed: \_\_\_\_\_ Parent /Carer.

**As a student I commit to:**

- be polite, friendly and kind to everyone; and respect the school’s Code of Conduct;
- come to school with all the equipment I need;
- attend school every day unless it is impossible to do so;
- follow all reasonable instructions given to me by a staff member;
- show respect for the belongings of others and your own work; and for the school environment;
- do their best and show a positive attitude to learning;
- use my student planner to organize my homework and track my progress in school;
- read for at least 20 mins every day;
- complete all classwork and homework on time and to the best of my ability, so that I can reach my full potential;
- actively engage with my learning, respond to teachers’ feedback and seek out opportunities to extend my learning;
- take a pride in my appearance; and wear my uniform in accordance with the set guidelines;
- exercise self-discipline and take responsibility for my actions in the real world and online worlds;
- show courtesy and respect to all members of the school community in the real and online worlds;
- act as responsible digital role models and refrain from using social media to voice concerns about school issues.

Signed: \_\_\_\_\_ Student.

**Together we will:**

Uphold the values of the school and support our children’s learning so they can be proud of themselves, our school and our community.

***High achievement for all is our shared responsibility***

## Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

### Appendix 3: Physical Restraint Log

<b>Student's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place? (Before school, after school, lunchtime, break time)</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any sanctions?</b>	
<b>Is any follow-up action needed? If so, give details</b>	
<b>People informed of the incident (staff, DoE, Ed Com, parents, police):</b>	

## Appendix 4: letters to parents about student behaviour – templates

### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our student code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Head of Key Stage/Subject Leader name: \_\_\_\_\_

Head of Key Stage/Subject Leader signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter dated \_\_\_\_\_ regarding the behaviour of \_\_\_\_\_, I am writing to inform you that \_\_\_\_\_ is still displaying inappropriate behaviour in school, and is unable to conform to our Student Code of Conduct and Behaviour Policy.

I would appreciate it if you could arrange to meet me at school so we can discuss a way forward. Please either email or call me on telephone 24290 to arrange a date/time.

My email address is:

Yours sincerely,

Head of Key Stage/Subject Leader name: \_\_\_\_\_

Head of Key Stage/Subject Leader signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite our meeting on \_\_\_\_\_, when we met to discuss \_\_\_\_\_ behaviour; and that despite setting targets for \_\_\_\_\_ to achieve, we are still having issues with this.

We feel that \_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the myself, a member of the Senior Leadership Team, the Head of Learning Support, and myself, to discuss how we can best support your child in improving their behaviour in school.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Head of Key Stage/Subject Leader name: \_\_\_\_\_

Head of Key Stage/Subject Leader signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Detention letter**

Dear parent,

I am writing to inform you that \_\_\_\_\_, has been given a detention on this date \_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

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If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**Detention letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 5:



*“To inspire & achieve”*

# Code of Conduct

## Be courteous and considerate

Courtesy is an important part of our daily lives. It costs nothing but shows our respect for each other and makes life more pleasant for everyone.

Courtesy involves, speaking politely, listening carefully, doing as requested, holding doors open for each other, making visitors welcome, not interrupting conversations, not pushing. These are not rules, but simply positive ways of behaving towards each other.

Examples of courtesy in the classroom would be:

- knocking on the door before entering a room;
- addressing each other by name whenever possible;
- using polite language such as “excuse me”, “please”, and “thank you”;
- apologising if you accidentally hurt or inconvenience someone;
- having the correct equipment and appropriate materials for each lesson;
- entering a classroom quietly;
- apologising and giving a reason if you are late for a lesson;
- showing respect for other people’s views and opinions and not ridiculing their mistakes;
- packing away your lesson materials only when asked to do so;
- doing as requested by a member of staff.

## Respect for the rights of others

Hurting others physically or verbally is unacceptable.

Students are expected to respect the rights, needs and feelings of others. In return, they can expect such consideration to be shown to them. Everyone should act in a way which promotes the dignity, health and safety of others.

In particular, no-one should initiate or be expected to tolerate:

- bullying, intimidation, teasing or ostracising (verbal or physical);
- the use of language which is offensive;
- Offensive use of electronic communication (cameras on mobile phones for example).
- Public displays of intimate behaviour between students may cause offence to others and are therefore not appropriate.

# Respect for the school environment

- It is everyone's right to have a safe, clean and comfortable place in which to work.
- Prince Andrew School and the wider environment is the responsibility of us all.
- Interfering with school facilities causes inconvenience and discomfort to others. Dropped litter causes our environment to be untidy and unhealthy. Litter bins are provided and should be used.
- Matches and lighters must not be brought to the school premises. Smoking is forbidden at all times on the school, on the way to school and on school trips.
- Food and drink should only be consumed in the designated areas and at the appropriate times.
- Students should be responsible for helping to keep the school clean and tidy.
- Chewing gum is banned from Prince Andrew School.

## MOVEMENT AROUND THE SCHOOL

For safety reasons everyone must take care when moving around the school. At some times the corridors, staircases and doorways get crowded.

Students should:

- Keep to the left on all stairs and corridors.
- Walk quickly if necessary but do not run.
- Take particular care in the vicinity of younger students.
- In doorways, give way to visitors and other adults, and help anyone whose hands are full.
- Students must line up outside classroom doors and wait to be invited to enter. These lines should be quiet and orderly.

•

## Respect your property and others

- Everyone should take responsibility for looking after their own property. It is recommended that items of significant monetary or personal value are not brought into school.
- Students must not interfere with other students' property in any way. This will be viewed very seriously.
- Items such as electronic devices and mobile phones must not be brought to school.
- Money for trips, etc. should be handed in promptly.
- Clothing and personal items should be clearly marked with the student's name and class / tutor group.
- Valuables must not be left in the changing rooms or in school bags. If there is any damage to or theft of property, it should be reported promptly to the class teacher / tutor.

## Be prepared

Be prepared and on time and on time for lessons and have the appropriate equipment/materials available.

### ATTENDANCE AND PUNCTUALITY

- Absence of even one day will cause students to miss lessons and lose out on essential teaching.
- Students should avoid being absent unless they are unwell or have some other legitimate reason to miss school.
- Students are expected to be punctual for registration and for every lesson.
- A student who is absent for any reason must bring a note explaining the absence to the class teacher / tutor on the first day back, or his / her parents should telephone the School Office with an explanation.
- Class teachers / tutors should be informed by parents in advance of any appointments (e.g. medical / dental) during school time. Whenever possible, appointments should be made out of school time.
- Students arriving late should register with the school secretary who will record late arrival.
- Frequent lateness will be treated as a disciplinary matter.

### LEAVING THE PREMISES

- The school takes very seriously the responsibility it has for students whilst in session. We need to know who is on the premises at all times.
- Students may only leave the premises during the day with the express permission of a member of staff.
- Students with permission to leave school must sign out in the log in the School Office, and sign back in, if they return later in the day.

## Dress appropriately

Adhere to the school dress code at all times

- The school recognises the need for tidy, safe and comfortable attire and approach to personal appearance. The school uniform gives a sense of identity and belonging and helps create our feeling of community here at Prince Andrew School.
- Students are responsible for their personal appearance and are expected to take pride in it. School shirts must be tucked in trousers at all times.
- All students are required to wear all aspects of the school uniform as prescribed for their age group. The school uniform is described in detail in the Parents Handbook.
- Neither make-up nor nail varnish may be worn.
- Students may wear a wristwatch, one pair of studs or very small sleepers and one ring. Other jewellery, including necklaces, bangles and friendship bands, are not allowed. These are for Health and Safety Reasons
- With the exception of one neat ear stud in each ear, body piercings and tattoos are not allowed.
- Hair should be kept neat and clean. Girls and Boys with long hair should have it tied back, and out of their eyes. No Mohican hair styles or lines are allowed in hair styles. All-over dyes will only be tolerated if they are close to the student's own hair colour. Highlights

must be minimal and in natural hair colours. Students in doubt as to what is acceptable should check with their Head of Key Stage or SLT before taking action.

- Over-casual appearance and extreme styles will not be tolerated.

# **Respect, Safety and Well Being around the school**

## **Everyone at PAS should:**

- Have mutual respect for one another
- Be mindful of the needs of others
- Respect our environment, building and resources
- Move around the building in a safe way

## **All Students should:**

- Wear correct uniform at all times
- Eat and drink only in permitted areas
- Use bins provided for litter
- Be mindful of learning taking place when moving around the building
- Report any damage they see to a member of staff
- Support each other
- Follow reasonable requests from members of staff

## **All Staff should:**

- Challenge incorrect uniform
- Ensure students eat only in permitted areas (sit out area, in front of main school building, below the gym, in front of staff room and English block.
- Ask students to pick up litter they have dropped.
- Promote safe moving around the school through regular reminders
- Report any damages
- Log and report any inappropriate behaviour

## Appendix 6: There are consequences for poor behaviours

C 1	C 2	C 3	C 4	C 5
<b>Action:</b> <b>Verbal Warning on the 1<sup>st</sup> and 2<sup>nd</sup> occasions - recorded on SIMs (no points attached)</b>	<b>Action:</b> <b>Break or lunch detention on that day, where possible. Recorded on Sims</b>	<b>Action:</b> <b>Referral to Remove Room &amp; detention with the teacher</b>	<b>Action:</b> <b>Remove to Isolation Room for up to 3 days (SLT and Pastoral staff only)</b>	<b>Action:</b> <b>Fixed Term Exclusion for up to 10 school days</b>
<b>C1 in and out of lessons</b> <ul style="list-style-type: none"> <li>• Lack of equipment</li> <li>• Late for lessons or registration</li> <li>• Uniform not conforming to policy</li> <li>• Failing to get your parent signature on your planner</li> <li>• Being off task</li> <li>• Low level disruption to the lesson.</li> <li>• Interruption to teacher or another student.</li> <li>• Not lining up properly prior to the lesson</li> <li>• No PE kit</li> <li>• Failure to complete home work/class work</li> <li>• Not following instructions.</li> <li>• Distracting others</li> <li>• Chewing Gum</li> <li>• Dropping Litter</li> <li>• Eating/drinking in lessons without permission</li> </ul>	<b>C2 in and out of lessons.</b> <ul style="list-style-type: none"> <li>• Continuing with any of C1, after <b>two</b> verbal warnings.</li> <li>• Lack of equipment</li> <li>• Late for lessons/form time</li> <li>• Uniform infringements</li> <li>• Planner not signed</li> <li>• Being off task</li> <li>• Low level disruption.</li> <li>• Interruption to teacher or another student.</li> <li>• Not lining up properly</li> <li>• No PE kit</li> <li>• Failure to complete home work/class work</li> <li>• Not following instructions</li> <li>• Distracting others</li> <li>• Chewing Gum</li> <li>• Dropping Litter</li> <li>• Eating/drinking in lessons</li> <li>• Persistent failure to improve behaviour – referral to subject leader</li> </ul>	<b>C3 in and out of lessons</b> <ul style="list-style-type: none"> <li>• Continuing with any of C2</li> <li>• Failure to attend detention</li> <li>• Using mobile phone / device in school first time (confiscated and parents to be called to collect)</li> <li>• Bringing electronic devices into school without permission (confiscated on the 1<sup>st</sup> occasion and collected on the end of the same day by parents )</li> <li>• Persistent failure to improve behaviour – referral to subject leader or HoKS</li> </ul>	<b>C4 in and out of lessons</b> <ul style="list-style-type: none"> <li>• Continuing with any of the C3.</li> <li>• Failure to attend after school detention after the second occasion</li> <li>• Refusal to go to the remove room.</li> <li>• Serious defiance, rude and disrespectful behaviour to a member of staff.</li> <li>• Using mobile device in school on the first occasion. (Confiscated and parent call to collect same day/on 2<sup>nd</sup> occasion to be retained by school until end of half term – parents called to collect)</li> <li>• Bringing electronic devices into school (confiscated on the 2<sup>nd</sup> occasion and returned at end of week, parents called to collect; on 3<sup>rd</sup> occasion – confiscated until the end of the half term – parents called to collect)</li> <li>• Misuse of internet privileges</li> <li>• Downloading/copying inappropriate content to school network</li> <li>• Persistent failure to improve behaviour – referral to SLT</li> </ul>	<b>C5 in and out of lessons</b> <ul style="list-style-type: none"> <li>• Serious verbal/physical abuse of a member of staff or student.</li> <li>• Smoking or possession of tobacco.</li> <li>• Racist, sexist or homophobic behaviour</li> <li>• Fighting</li> <li>• Bullying (physical)</li> <li>• Theft/handling stolen goods</li> <li>• Damage to school / personal property (including graffiti)</li> <li>• Misuse of internet privileges or damage to system/equipment</li> <li>• Setting off the fire alarm/fire extinguishers</li> <li>• Possession of illegal substances or equipment for use with illegal substances or being under the influence of such substances</li> <li>• Defiance to the Head/Deputy Heads</li> <li>• Being in possession of a weapon</li> <li>• Physical/Sexual Assault on another student or staff member</li> <li>• Sexual contact with any member of staff or student.</li> <li>• Making malicious or unfounded allegations against staff members</li> <li>• Persistent failure to improve behaviour – referral to Children’s Services for multi-agency support/CAMHs Team/Inclusion Team for AEP</li> </ul>

