 Woodford County High School for Girls SCHOOL POLICY Behaviour Policy	Effective Date :	28/06/2012
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WOODFORD COUNTY HIGH SCHOOL

Behaviour Policy 2012 - 2014


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1. Aims

Our school aims to recognise and develop the potential of each student, to foster care and concern for each other and to prepare students to fulfil with confidence their role as members of a community.

To achieve these aims we will:-

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- provide our pupils with a full and balanced curriculum which encourages the intellectual and personal development of all students and which builds on prior experiences and achievements
- encourage students to develop maturity, confidence and independence of thought
- praise effort and achievement and help students to appreciate these
- help students to acquire the understanding, knowledge and skills relevant to adult life in a fast changing world
- help students to develop moral and spiritual values, respect and tolerance which enable them to appreciate and understand races, religions and ways of life different from their own
- create an environment in which students can understand the world in which they live and the interdependence of individuals, groups and nations

We aim to provide a happy and purposeful environment where the quality of learning is high. This policy is designed to support our aims.

Courtesy, common sense and consideration for others are the basis of a happy community life and what we expect from all students at Woodford. Students are encouraged to develop self discipline and to support one another. Our code of conduct (The Woodford Charter) sets out the expectations that we have of all our students. It describes the rights and responsibilities that students have and gives guidance about how they are expected to behave. The staff and governors would take a serious view of anyone unwilling to follow this simple code.

Respect for each other's cultural background is important. Any discrimination on the basis of ethnic or national origin, culture, religion, gender, disability or sexuality is unacceptable.

2. Principles

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The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The school community seeks to create an inclusive learning environment in the school by:

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline and positive relationships between all members of the school based on mutual respect
- Ensuring equality and fairness for all
- Promoting a culture of praise and encouragement in which all students can thrive
- Encouraging consistency of response to both positive and negative behaviour
- Ensuring early intervention
- Providing a safe environment; free from disruption, bullying, violence or any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the school's policy and procedures.


3. Roles and Responsibilities

1. The Governing Body establishes, in consultation with the Headteacher, staff, and parents, the policy for the promotion of good behaviour and keeps it under regular review. It ensures that it is communicated to pupils and parents, is non-discriminatory and the school's expectations about pupil behaviour are clear. Governors support the school in maintaining high standards of behaviour.

3. The Headteacher is responsible for the school's policy and procedures and for its implementation and day-to-day management.

4. All staff, including teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the school leadership team, for implementing the agreed policy and procedures consistently.

5. The Governing Body, Headteacher and staff ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They also ensure that the concerns of pupils are listened to and appropriately addressed.

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6. Parents and carers are expected to take responsibility for the behaviour of their daughter both inside and outside the school. They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and have the opportunity to raise with the school any issues arising from the operation of the policy.

7. Students are expected to take responsibility for their own behaviour on or off the school site and are made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

8. Students who are in school uniform, travelling to or from school or who are representing the school are expected to behave responsibly and in a way that will not bring the school into disrepute. Failure to do so would be viewed as a breach of school rules and would be dealt with accordingly.

9. Any misbehaviour, whether or not the conditions above apply, which could have repercussions for the orderly running of the school, which poses a threat to another pupil or member of public or could adversely affect the reputation of the school would also be dealt with by the school. If the behaviour is anti-social or criminal, the police would also be informed. In situations where misbehaviour may be linked to the pupil suffering, or be likely to suffer, significant harm, the school would act in accordance with the safeguarding policy.

4. Procedures

The procedures set out in this policy have been developed by the Headteacher in consultation with the staff and students. The procedures are applied consistently and fairly. Staff, students and parents are made aware of the rewards and sanctions in place in the school.

REWARD SYSTEM

The following systems have been devised to encourage good behaviour;



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1. The Y7 induction programme, held in July for Y6 students, sets out the expectations of students. Parents are also involved when they attend an evening meeting in July.
2. The school works closely with all parents and values its contacts with them.
3. Form Tutors in all years adopt a guidance role; praising good behaviour, setting standards and dealing with students' personal and behavioural problems
4. Students are encouraged to develop good patterns of behaviour by involving themselves in a range of activities; House events, extra-curricular activities, sporting activities, assemblies, School Council, etc.
5. Our annual Prizegiving ceremony rewards students who have shown good effort and attitude as well as those who have achieved academically.
6. Positions of responsibility are recognised publicly – Silver Badges, House Captains, Form Prefects, Games Captains, Librarians. Students holding these positions are presented with a badge of office in an assembly or meeting.
7. House points are awarded for two reasons; for academic effort and progress and for helping staff and good behaviour
8. Each department uses a reward system to encourage and award progress and effort in individual subjects. The rewards include; certificates, prizes, stickers, letters home, etc

SANCTION SYSTEM

Expected standards of behaviour and the reasons for them are laid out in the Woodford Charter (our Code of Conduct) and in the Sixth Form Contract. The Charter is consistently and fairly applied and students are made aware of infringements; initially a comment or warning should suffice.

Students fail to do what is expected of them in two areas: work and behaviour. Because of the differences in nature, the way the school deals with them are kept separate.


Note that issues relating to attendance and punctuality are dealt with separately by the Key-stage Co-ordinators and/or the Senior Leadership Team.

Work related problems

Each department has a strategy in place to ensure that students who have fallen behind with work can catch-up. This strategy is outlined in each department's Staff Handbook.

Such students are dealt with, initially, by the subject teacher who has knowledge of the student, the guidance of department policies and the advice of their Head of Department.

If poor working practices continue, the department may put the student into a department-based detention (usually at lunchtime).

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More serious and persistent work problems would involve the Form Tutor and the Keystage Co-ordinator. Strategies such as work reports, pupil mentoring, etc are available to help students to improve their work patterns.

Behaviour related problems

The aim of these sanctions is primarily to encourage good behaviour by students. Acceptable behaviour is defined in the Woodford Charter (a copy of this is printed in the Student Planner which all Y7-11 students are given).

Items that are not allowed to be brought into school (or must not be used in school, eg. mobile phones) may be confiscated and retained by staff as a punishment. The confiscated items should be taken to the office and put in the safe. Students may also be given a referral or detention. Students' possessions will be returned unless they are 'prohibited items' (see below).

If behaviour falls below an acceptable level, sanctions will be put into place.

In normal circumstances a teacher will use a step-by-step approach (see table below) to help the student recognise that she has made a mistake and to rectify it.

In all circumstances, pupil behaviour will be monitored by the Form Tutor, with the assistance of the Keystage Co-ordinator (if necessary). In some circumstances, a member of the Senior Leadership Team (SLT) may be involved.

In certain circumstances, teachers have the power to search without consent for 'prohibited items' including knives, weapons, alcohol, illegal drugs, stolen items, tobacco & cigarette papers, fireworks, pornographic images and any article that has been or likely to be used to commit an offence, cause personal injury or damage to property. Any student found in possession of any of the above items is likely to be given the most severe sanctions available to the school and, in some circumstances, the police would be involved. (*References: Section 550ZA of Education Act 1996 & Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012*)



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The sanction system is as follows:


4 step process (usual route)	2 step process (occasional)	1 step process (rare)
1. Warning from teacher (verbal or in planner)	1. Detention (for more serious issues) – agreed in discussion with KS Co-ordinators/SLT	1. Head Teacher's detention (major incident) – dealt with by SLT
2. Referral from teacher (if behaviour not modified). Recorded in spreadsheet.	2. Head Teacher's detention (3 detentions in a half term)	
3. Detention (if receive 3 referrals in one half term)		
4. Head Teacher's detention (if receive 3 detentions in one half term)		

Definitions

1. Warnings – teacher explains to student what she has done and why her action is unacceptable (teacher may also write a note in planner)
2. Referrals – teacher records referrals on a spreadsheet on the department drive
3. Detentions – teacher writes out a detention slip (countersigned by Keystage Co-ordinator or SLT) for student to take home for a parent to sign. Detention recorded in detention book in Staff 1. Students to present signed slip at detention (Thursdays 3.30-4.30pm). Rota in place for staff taking detention duty.
4. Headteacher Detentions – issued by Deputy Head via a letter to parent(s). Detention taken by Headteacher. (Fridays 3.30-4.30pm)

5. Training

The Governing Body will ensure that appropriate training on all aspects of behaviour management is provided to all relevant staff.

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6. Other policies & outside agencies

A clear relationship with other relevant school policies is established (eg. anti-bullying, equal opportunities and safe-guarding). The school will work with relevant outside agencies to ensure that the needs of students are met.

7. Monitoring and review

When monitoring this policy, through its committee work, the governing body will:

- require the Headteacher to report to the governors on the way the policy is being implemented.

This policy will be reviewed by the governing body every 2 years, or earlier if considered necessary.

8. Approval/amendment

This policy is approved by the Governing Body of Woodford County High School. Any amendments to this Policy require approval by the Governing Body of Woodford County High School.

9. Questions

If you have any questions about this policy, please contact the Deputy Headteacher, Woodford County High School, High Road, Woodford Green, Essex, IG8 9LA.