

# WOODFORD COUNTY HIGH SCHOOL

## Behaviour Policy July 2020

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### 1. Aims

This policy aims to promote the core values of the school and to contribute to the sustaining of a happy and purposeful environment where the quality of learning is high.

#### Our Values

We want our students to enjoy and appreciate their education and to leave Woodford equipped to embark upon happy, fulfilling and useful lives, wherever and however they choose to lead them.

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This policy supports those values through helping them become:

- Confident of their own worth, courageous and resilient
- Self-reliant in life and in learning
- Independent in thought and belief
- Assured and articulate in communication
- Considerate and kind
- Respectful of difference in other individuals and cultures


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 age, colour, ethnic or national origin, culture, religion (belief or lack of belief), gender, disability, sexual orientation, or being or becoming a transsexual person is unacceptable.

## 2. Principles

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.

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### 3. The Legal Framework

Governing bodies of maintained schools have a duty under Section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The school also has legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs.

Teachers have a statutory authority under Sections 90 and 91 of the Education and Inspections Act 2006 to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction.

This policy has been constructed so that it accords with the school's legal obligations, whilst also taking into account Woodford's particular circumstances. The DFE guidance document "Behaviour And Discipline In Schools" (January 2016) further underpins the contents of this policy.

### 4. 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. The power to discipline pupils applies to *all* staff with responsibility for pupils. These 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.

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

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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 (a) in school uniform and/or (b) travelling to or from school and/or (c) 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 will also be dealt with by the school. If the behaviour is anti-social or criminal, the police will also be informed. In situations where misbehaviour may be linked to the pupil suffering, or being likely to suffer, significant harm, the school will act in accordance with the safeguarding policy.

## 5. 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:

1. The Year 7 induction programme, held in July for Year 6 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.

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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, Form Captains, School Council Representatives and Year 9 “Buddies”. Students holding these positions are presented with a badge of office in an assembly or meeting.
7. House points are awarded for helping staff and making a positive contribution to the school above and beyond what would normally be expected. Postcards are sent home to parents of girls who achieve a 20 House Point tally.
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 may fail to do what is expected of them in two areas: work and behaviour. Because of the different nature of the two, the ways the school deals with them are kept separate.

Note that issues relating to attendance and punctuality are dealt with separately by the Head of Year 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 following 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). More serious and persistent work problems would involve the Form Tutor and Head of Year. 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).

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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. Where poor behaviour is occurring in lessons it is expected that in the first instance the Head of Department will intervene to support when requested by the class teacher.

In all circumstances, pupil behaviour will be monitored by the Form Tutor, with the assistance of the Head of Year (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*)

#### The normal sanction process 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 Head of Year/SLT	1. Head Teacher's detention (major incident) – dealt with by SLT
2. Referral from teacher (if behaviour not modified) or Head of Department. Recorded in SIMS.	2. Head Teacher's detention (if pupil receives 3 detentions in a half term)	
3. Detention (if 6 or more referral points are received)		

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4. Head Teacher's detention (if pupil receives 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 or Head of Department records referrals in SIMS
3. Detentions – teacher (usually the form tutor) recommends student for detention. This is approved by the appropriate Head of Year or member of SLT. Parents are informed. Detention recorded in SIMS. Students register for detention at the main school office (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)

Further details of the referral system, including the points allocation for offences, can be found in the Staff Handbook. 1- and 2-point referrals are deleted at the end of each term (unless incurred in the final week); 3-point offences are deleted at the end of the academic year.

### Notice of Detentions

A student may be kept behind school for 15 minutes or put into a lunchtime detention with no notice to parents. Staff will inform parents of this usually by making a note in the student planner. In some circumstances they may also wish to ring home to inform parents that the detention has occurred.

If an after school detention exceeds 15 minutes then parents will receive at least a day's notice before the detention is due to be served and they will be provided with the reason(s) for the detention. While parents may wish to discuss the rationale for the school issuing a detention, they do not have the right to refuse to allow their child to serve one.

In normal circumstances after school detentions will be served at the end of the school day (usually a Thursday), but the school has the power to require a student to attend a detention on a weekend (except the weekend preceding or following the half term break) and on non-teaching days (eg INSET days).

### Internal Isolation

In some cases of poor behaviour it may be deemed appropriate to isolate a pupil from her peers. In these circumstances they will be placed in a room under staff supervision and provided with work to complete. They will be given an opportunity to use the toilets and get food at break and lunchtime, but will usually remain in isolation during these periods. The length of the internal isolation will be determined on a case-by-case basis but will not exceed one week.



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Parents will usually be informed about an internal isolation before it occurs, but this may not always be possible. In such cases they will be informed as soon as it is practical to do so. Once the period of isolation is completed the pupil will be reintegrated into their usual classes, although they may be placed on report for an additional period in order to monitor their ongoing behaviour.

### Exclusions

In the case of serious misconduct, students may be excluded for either a fixed term or permanently. Behaviour which could incur an exclusion might include one of the following:

- Persistent disruption to teaching and learning in lessons and/or repeated breaches of the school rules.
- Inappropriate sexualised behaviour such as sexual language and sexual bullying, which can include explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching.
- Sexual assault, which is defined as any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Swearing, threats or using abusive language to staff or other students.
- Bullying, including cyberbullying.
- Vandalism/theft.
- Fighting and/or organised wrongdoing.
- Behaviour likely to put the student and others at risk, including setting off the fire alarm.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Bringing prohibited items into school, such as drugs or weapons.
- Any of the above examples carried out in public, whilst wearing school uniform, thereby bringing the good name of the school into disrepute.

Please note that this list is not intended to be exhaustive.

When an exclusion is issued, parents will always be contacted and have a right of appeal. The procedure for appealing against an exclusion will be outlined in the letter accompanying notification of the exclusion.

### Other Sanctions

A range of other sanctions is available to the school and will be used when it is deemed appropriate. These may be used in lieu of, or in addition to, the measures outlined above. Examples of some of these other sanctions are:

1. **Loss of Privileges.** Examples are barring a pupil from their form room at lunchtime, separating them from their friends for a specified period of time, not allowing them to take part in an enrichment activity etc.



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2. **Community Service.** Pupils may be required to help the midday assistant wash utensils and wipe tables, pick up litter, help sort through lost property, carry out departmental filing etc.
3. **Placed on Report.** A girl may be placed on report in order to monitor her behaviour or submission and completion of school work. This will normally be for a set period of time.
4. **Confiscation.** Items which are not permitted in class are which are judged to be contributing to poor behaviour or otherwise undermining the educational practises of the school will be confiscated. These will usually be returned to the student at the end of the day, but may be retained for longer if the school judges it necessary to do so. Whilst the school will endeavour to take care of confiscated items, it is not liable for any damage or loss that may occur (Section 94 of the Education And Inspections Act 2006).

The list above is not exhaustive.

Parents will be informed of these sanctions when it is deemed appropriate by the school, but always in the case of a girl being placed on Report.

#### Mobile Telephones And Other Devices

Girls are not permitted to carry or use mobile telephones during the school day. Breach of this rule will result in confiscation. In addition, if the school has good reason to believe that a device has been used to cause harm, disrupt teaching or break the school rules its contents will be accessed in order to deal with the offence. The offence concerned does not have to have occurred during the school day or on the school premises for such action to be taken.

Messages will only be accessed and read by the Senior Leadership Team. The student will be consulted before they are read in order to avoid where possible reading messages that are irrelevant to the investigation. However, neither the pupil nor parent has a right to refuse the school access to the messages should it be deemed necessary.


If inappropriate material is found on the device then it is up to the senior leader involved to decide whether they should delete the material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

(Searching, Screening And Confiscation: Advice For Headteachers (DFE February 2014))

#### Use Of Reasonable Force

Corporal punishment is not permitted in any circumstances, but members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Senior Leadership of the school may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

#### RECORD KEEPING

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Incidents of poor behaviour are recorded on SIMS, which is also used for administering detentions, and, for more serious cases (for example bullying, racism and any incident warranting an internal isolation or an exclusion) on CPOHMS, a system used to track behaviour, safeguarding and other student welfare issues. Records of all appropriate documents are attached the pupils' records in SIMS and, where necessary, in CPOMS.

## 6. Pupils Who Make Malicious Accusations Against School Staff

Accusations made against school staff will be dealt with in accordance with the statutory guidance issued by the Department For Education in 2012 (DFE-57520-2012).

If an accusation is found to be malicious, then the Headteacher decides whether disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible. This decision will be made on a case-by-case basis.

## 7. Training


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

## 8. Other policies & outside agencies

Where appropriate, reference should be made to the following school policies: SP04/01 (Child Protection), SP05/08 (Equality), SP03/04 (ICT Acceptable Use), SP03/07 (ICT E-Safety), SP04/06 (Safeguarding), SP05/02 (Anti-Bullying). The school will work with relevant outside agencies to ensure that the needs of students are met.

The following documents can be consulted for further information and guidance on some of the processes outlined above:

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. Behaviour and Discipline in Schools: Guidance for Headteachers and Staff (2016)
7. Education Act 1996
8. Education And Inspections Act 2006
9. Schools (Specification And Disposal of Articles) Regulations 2012
10. Searching, Screening And Confiscation: Advice For Headteachers (DFE February 2014))

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## 9. 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. Furthermore, in accordance with DFE requirements this policy will be publicised in writing to staff, parents and pupils once a year (normally at the start of the new academic year).

## 10. 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.

## 11. 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.