



# **Woolwich Polytechnic School**

## **PolyMAT**

### **School Behaviour Policy**

Reviewed September 2016 - JL  
Approved by Governors: 31 October 2016  
Revision due September

At Woolwich Polytechnic we believe that learning is important and we want to offer all our pupils every opportunity to maximise their potential.

The aim of this policy is to ensure that we have a consistent approach to behaviour, and that we establish good practice throughout the school. We must continue to develop an ethos of high expectation whilst maintaining a friendly and caring atmosphere.

This policy looks in depth at the Awards, Rewards, Rules and Sanctions used in the school in order to establish a consistent approach to their award.

As a general principle boys are likely to behave well if they feel valued, respected and successful. Praise and encouragement should therefore be used whenever possible.

The Policy is divided into the following sections:

1. Expectations of the pupils
2. Expectations of Staff
3. Rewards and Awards
4. Sanctions
5. Documents relating to this policy
  - a) Referral Forms
  - b) Report Forms
  - c) Subject Specific Reports
  - d) Full Report
  - e) Round Robbins
6. Exclusions

### **Expectations of Pupils**

As a school we aim to generate an ethos based on friendly, relaxed, relationships between staff and students whilst maintaining high standards of work and behaviour.

The School ethos is: success for everyone.

The aim is that students will leave the school with the best possible results for themselves and be able to contribute to society positively.

The Poly & Proud statements for students are:

**PUNCTUAL:** Arrive early to school and lessons, in all day, every day & carrying out random acts of kindness

**RESPECTFUL:** Contributing to the school environment: keeping it clean & tidy, making learning possible, suggesting improvements via the school council

**ORGANISED:** To be ready for learning by having all equipment at all times, (contact book, exercise books, 2 pens, pencil, ruler, rubber, sharpener, highlighter, maths set and calculator).

**UNIFORM:** Wear the Poly uniform with pride at all times and be polite and helpful to staff, students, visitors and members of the public.

**DETERMINED:** Always work harder than everyone else for your own outcomes

When challenging non poly and proud behaviour staff should refer to the P & P statements, just by asking students if they regard their behaviour to be poly and proud, it should also be used when praising positive behaviour.

### **School Uniform and Personal Property**

- i) Boys should come to school every day in full uniform. No jewellery is allowed in school, other than a watch or items worn for religious reason.
- ii) Jackets, coats and non-uniform items should be removed before entering the building.
- iii) If boys bring valuable items (like mobile phones etc.) they do so at their own risk. School will not accept responsibility for their loss or damage.
- iv) Pupils should never bring on to school premises cigarettes, matches or lighters, or other unauthorised substances or items that could be construed as “weapons”.

### **Expectations of Staff**

Staff are expected to fully support the school’s aims by:

- i) having high expectations of pupils and their work
- ii) establishing clear lesson objectives and ensuring they are met
- iii) establishing ground rules in the classroom about respect for others
- iv) utilising the schools rewards and awards fully, and also the sanctions
- v) set regular and meaningful homework
- vi) mark and assess pupils work regularly, in line with the school's policy
- vii) show consistency and fairness in dealing with pupils
- viii) to dress in a manner consistent with being a professional who models pupil behaviour

### **Rewards and Awards**

The sanctions used at the Poly will have far greater deterrent effect if they are out numbered by the rewards given, roughly in the ratio of four positive to one negative reinforcement.

It is vital that boys see that there are a wide range of rewards for working and behaving well, and for being positive members of the school community.

These rewards include:

- Positive comments in the Contact Books
- Do the Right Thing Awards
- Prizes awarded at Prize Giving (not just for attainment, but for progress as well)
- Records of Achievement (Progress Files)
- Attendance and Punctuality Certificates
- Newsletter items
- Congratulatory letters home
- Postcards home
- Jack Petchey nominations
- Poly & Proud cards
- Trips and reward activities
- Praise from Staff Head teachers’ Colours
- Referral to other members of Staff (Tutors, Heads of House/Heads of Department, the Headteacher)

It should be noted that research has consistently shown that the rewards that pupils value beyond all others is teacher praise and teacher time.

### **Sanctions**

The school will not accept behaviours such as verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment including racist, sexist and homophobic abuse.

It is the responsibility of subject teachers to deal with any discipline problems that arise in their lesson. Boys must never be allowed to behave in a way that prevents or interrupts the learning of others, or that in any way puts others at risk. Even if a member of Staff refers a pupil on, it is vital for their own future classroom control that they are seen to follow up the incident and to impose their own discipline on the boy ~ and preferably before the next lesson.

Heads of Department can be used in a supportive role if the subject teacher cannot resolve the problems themselves. Pastoral leaders should be informed of such difficulties and may support Staff with successful teaching strategies for individual boys.

All boys should sign the Code of Conduct and obey it.

The school will review support arrangements for boys at risk of becoming disaffected or of exclusion. Such support may include any of the following:

- Counselling
- Mentoring
- Pastoral Support Planning
- Common Assessment Framework process
- Being "On Report" □ Time Out Card
- Off-site provision
- Individualising the curriculum and its allied resources
- Differentiation of teaching styles
- Study support

### **Use of the behaviour form on Sims**

Referral Forms should be used to inform HoDs of boys whose work/behaviour fails to meet the standards set by the school (eg pupils who persistently fail to complete homework/forget equipment/disrupt). These forms should also be used to record serious one-off incidents. **These forms in themselves are not a form of punishment, they are a recording device.** Punishment for incidents, should be noted on the form ie detention or community service.

Heads of Year and their deputies will monitor Behaviour Watch for patterns of behaviour that recur across the curriculum. Heads of Department will monitor Behaviour Watch for particular issues in their subject areas

**Reports:** Whenever a boy is "on Report" his Parent/Carer should be informed and the report should be sent home each night and signed. There are a variety of types of report and Heads of Year will use their professional judgement as to which is most appropriate.

**Subject Specific Reports:** These should be obtained from a HoD and used where a boy is failing to respond to work or behavioural expectations in one subject area. The report should be filled in by the boy's teacher and passed to the HoD for monitoring. This phase should last for no more than two weeks after which time the HoD has to assess the improvement, if no progress has been made the issue should be referred to the Head of Year for further action and advice. Copies of reports should be forwarded to the Head of Year and filed.

**Full Report:** These can be obtained from the Head of Year by Tutors who are concerned with general behaviour or progress issues. The pupil should be "On Report" for a maximum of two weeks. If the boy's behaviour has improved he should be taken off report, but his progress should continue to be monitored closely. If the boy fails to respond to the Tutor's Report the matter should be referred on, the Parents/Carers informed and a more in depth reporting system put in place.

Where possible the report should concentrate on the particular behaviours that are at issue, and both positive and negative reinforcement should be clear at the start. If both the monitoring of the Tutor and the Head of Year have failed, the boy can be placed on report to a Deputy Head. This then becomes a serious issue as the disciplinary channels of the school are failing to correct unacceptable behaviour.

### **Round Robins**

When a Tutor, Head of Year or Parent is concerned about a boy a "Round Robin" can be initiated to monitor his work/behaviour/homework. (The Round Robin is a report format that allows all teaching staff to write a brief report on the boy.)

## **Cause for Concern Meetings**

When a boy is causing concern in more than one welfare/academic area a meeting may be called to discuss and agree joint strategies. Parents may be present at such meetings. **EHA's**

In cases where support from school has been exhausted without positive impact it may be pertinent to get a EHA completed. This will ensure that all avenues of help available are utilised. The Deputy Head must authorise all EHA's.

## **TAC/TAYP's**

When concerns about a pupil/student reach beyond the classroom into social/emotional and care issues, Heads of Year should in consultation with the Deputy Head convene a TAC/TAYP meeting. Such meetings should involve all relevant professionals and have action points and time frames clearly minuted.

## **Detentions**

All detentions of over twenty minutes in length must be notified to Parents at least twenty four hours in advance, unless agreed over the phone with the parent before the detention.

It is expected that teachers will ordinarily deal with routine issues through detentions that they themselves set and supervise. If teacher detentions are ineffective in dealing with low level issues in the classroom it would be expected that Heads of Department would follow up with a department detention, usually one hour in length. Heads of Year will set detentions for behaviour concerns in more than one area. All detentions must be recorded on Behaviour Watch.

## **Confiscating items**

This should include banned items: hoodies, tracksuit tops, fizzy/energy drinks, multiples of items and food and drink consumed outside of the canteen. It also includes phones that are used during lesson time. Food items should be thrown away, clothes and other items should be returned that day, if it is a repeated offense the item can be kept longer, parents should be notified and the item (s) kept in a safe place.

## **Consistent Sanctions**

Consistent Sanctions apply for the following

Staff are encouraged to keep sanctions and rewards small, this encourages students to develop their own motivations. Verbal 'telling offs' and verbal praise has more of an impact than prizes etc.

	First time	Second time	Persistent
Homework incomplete	20 min Log on sims Note in contact book	1 hr Log on sims Letter home	1 hr – and refer to HoD Log on sims Letter home Compulsory hw club
Poor homework	redo	20 mins Log on sims Note in contact book	1 hr – and refer to HoD Log on sims Letter home Compulsory hw club
Hoodies/tracksuit tops	Confiscate for the day	Confiscate for the week Contact home	Pass on to tutor/hoy Parents will need to collect
Trainers	Change into shoes if they have them – if not and no	Change into shoes if they have them Confiscate one trainer	Pass on to tutor/hoy Parents will need to collect

	note send a message to HoY Should only be sent to HoY if during am registration	Contact home	
Energy drinks/multiples of biscuits etc	Confiscate and throw away If they refuse to handover then refer to HoY for SR	Confiscate and throw away If they refuse to handover then refer to HoY for SR Log on sims Contact home	Pass on to HoY
Eating and drinking (allowed water) in the classroom	Tell them off and to put it away	Confiscate and throw away If they refuse to handover then refer to HoY for SR	Pass on to HoD
Lack of equipment	Give them equipment	Give them equipment Log on sims/email tutor	Pass on to HoD
Poor punctuality	Ask for a note – if they do not have a note, do not send them to get one – they should have asked for one at the time. If they've been kept by the pastoral team they will have a note/or you'll be sent an email Tell them off	Ask for a note – if they do not have a note, do not send them to get one – they should have asked for one at the time. If they've been kept by the pastoral team they will have a note/or you'll be sent an email Detention	Pass on to HoD
Truantiing lesson	Detention to do work Note in contact book	Detention to do work Refer to HoD Log on sims Letter home	Refer to HoY for punishment
Headphones/phones in lessons	Tell them to put them away	Confiscate for the rest of the day – refusal requires referring to HoD Note in CB Log on sims	Refer to HoY Confiscate for the rest of the week – contacting home Log on sims

## **Exclusions**

It is important to develop a consistent approach to discipline in general but to exclusions in particular. Loss of school time should provide a real punishment for the offence and deterrent against future wrong doing. It should therefore be accompanied by a suitable amount of work to be done during the exclusion period. Exclusion can be either 'internal', when a boy is withdrawn from lessons but kept in school with a member of staff (usually their Head of Year), or a Seclusion in the room allocated for such punishment or 'external' where he is sent home.

**Internal Exclusions:** This should be administered when an offence is serious enough to merit exclusion but the boy's circumstances or record is such that an external exclusion would be unnecessarily harsh. Internal exclusion can only be considered if suitable arrangements can be made for his supervision. Internal exclusions, like external exclusions should be noted on the boy's file and notified to his parents (or carers). Internal exclusion should normally be followed by 2 weeks on report to the Tutor

**Seclusion:** This should be used where a boy has had detentions or internal exclusion. Seclusion would normally be followed by being on report to the Head of Year.

**External Exclusions:** As a principle all first exclusions should be for one day, second exclusions for two days etc. The exclusion steps would trigger standard interventions as follows:

Exclusion	Return Procedure	Intervention
1 day exclusion	Interview with HoY	2 weeks report to Tutor
2 day exclusion	Interview with HoY	2 week report to HoY
3 day exclusion	Interview with HoY	2 week report to HoY +PSP+ Mentoring/counselling referral
4 day exclusion	Interview with HoY & D.H.	2 week report to D.H. Revised PSP /and or CAF Behaviour contract
5 day exclusion	Interview DH + Final Warning	Daily Report to DH Behaviour contract, 6 week review

The exact length of the exclusion would reflect each boy's individual circumstances and the seriousness of the misdemeanour he had committed.

### The Fair Access Panel

In ordinary circumstances the Academy would recommend a referral to the LA Fair Access Panel either at the 5 day exclusion point or as an alternative to Permanent Exclusion.

### Permanent Exclusions

A decision to permanently exclude a pupil is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success including a final warning by the Governors Disciplinary Panel. There will be however, exceptional circumstances where, in the headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These include:

- a) serious actual or threatened violence against another pupil or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug;
- d) carrying an offensive weapon.

Where appropriate the school will inform the Police and other agencies eg Youth Offending Team, Social Workers.

### A Summary of sanctions and rewards used in the school include:

	Rewards	Sanctions
Tutors	Show this at the end of each day Make calls home -check with HoY Letters home Notes in contact books Trips/activities at Christmas/after school Log achievements	Reports Phone calls – check with HoY Letters Detentions Restorative justice Notes in contact books Warning systems on board/paper Behaviour logged on sims Meetings with parents

		Confiscate items - if longer than the school day notify HoY & parents, and place in a locked place/school safe
Class teachers	Make calls home -check with HoY Letters home Notes in contact books Log achievements Email tutors Email HoYs – to be read out in assemblies	Phone calls – check with HoY Letters Detentions Restorative justice Notes in contact books Warning systems on board/paper Behaviour logged on sims Meetings with parents Refer to HoD Confiscate items - if longer than the school day notify HoY & parents, and place in a locked place/school safe
Support staff	Notes in contact books Log achievements Email tutors Email HoYs – to be read out in assemblies	Notes in contact books Log on sims Restorative justice Email your HoD
Duty staff	Log on sims Sign poly and proud reward card	Log on Sims Refer to duty leader Contact tutors Make students stand with you Tell students to pick up 5 pieces of litter Send a student into the HoY – with a note
HoDs	Log on sims Phonecalls home Half termly reward letters Reward afternoon activities Nominations for termly reward assemblies P & P student of the month	HoD detentions Phone calls Letters Reports Meetings with parents
HoYs	Termly reward assemblies Reward trips Reward activities Weekly assemblies – with achievements and positive emails Letters Reward cards Reward badges Reward certificates Half termly reward letters	HoY Detentions Phone calls Letters Internal exclusions Reports Meetings with parents Recommendations for Seclusions, exclusions, FAP, PEX, AP
Headteachers & Head of Pastoral care	Prefects Headmasters colours Headteacher lunches Prize giving P & P board- updated weekly Wall of Fame	Seclusions Exclusions Managed moves Alternative provisions Permanent Exclusion



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