

Carshalton High School for Girls

Good Behaviour Policy

September 2016

Good Behaviour Policy

The primary aim and day-to-day focus of Carshalton High School for Girls is to ensure every student is able to realise their true potential and achieve beyond their aspirations.

In order to achieve our aim there must be agreed rules about conduct and behaviour

In order to ensure that every member of the school community is able to flourish in a safe and secure environment:

- poor behaviour will not be tolerated as it is a violation of the right for learners to learn and teachers to teach
- the quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff
- the ethos of the school is built upon the core values of Community, Harmony, Success and Growth
- respect has to be given in order to be received. Parents and Carers, students and teachers all need to operate in a culture of mutual regard
- the needs, rights and interests of every individual are to be treated equally
- respect, integrity, courtesy and consideration for others is a normal part of the daily school life
- an emphasis on good behaviour is expected in order to form positive and productive working relationships therefore poor behaviour will not be tolerated
- positive aspects of behaviour will be recognised by staff, parents are expected to take part in the process, working alongside and supporting the staff
- sanctions will be applied depending on circumstance and will vary in form
- permanent exclusion is the final sanction
- a range of interventions will be used to help support and guide students towards recognising their own poor behaviour and strategies given for future avoidance
- the SIMS Behaviour Management system will be used to record the issuing of negative behaviour incidents and sanctions.
- VIVO will be used to record and reward student positive behaviours and efforts

The aim of this policy is to maintain a happy and ordered school, which enables every student to realise her full potential and develop a positive self-image.

In order to do this there must be certain agreed rules about how we conduct ourselves.

Our ethos (COMMUNITY)

- All students are expected to follow the guidelines given below and those underpinning our ethos of COMMUNITY (see Appendix A). This ethos, having been created by our Student Leadership Group (SLG), gives clear standards of expectation for each student at Carshalton High School for Girls in order to create an excellent learning environment at all times. COMMUNITY is displayed in each classroom and around the school with continual reference being made by all members of staff.

Relationships

- students and staff should treat each other with respect, courtesy and consideration. All staff should model the behaviour that they expect from students in the classroom
- racism and any form of bullying will not be tolerated. This policy links with the school's Race Equality Policy and the policy on Anti-Bullying. The Anti-Bullying Charter is in every

classroom and should be followed (see Anti-Bullying Policy). The school's tutor programme, assembly programme and Citizenship lessons will help to support this. In addition, the school participates in Anti-Bullying Week to continue to support students further and highlight the significance of bullying

- students must show mutual respect and tolerance of others and their views at all times in the school.
- students and staff should have an acceptance that other people have different faiths or beliefs to theirs (or have none) and this should not be the cause of prejudicial or discriminatory behaviour
- defiance, foul or abusive language and violent behaviour are unacceptable and will not be tolerated. All students are clearly encouraged to report instances of anti-social behaviour
- students and staff must respect other people's property
- if a student has a problem which she cannot solve by talking to other students or parents, she should discuss it with her Form Tutor, Assistant Head of Year, Year Leader, Student Support or another adult. The student must be aware this cannot always be held in confidence
- the Citizenship, assembly and tutor programme also promote positive relationships
- the school also has a students' Safeguarding Committee to help promote positive and respectful relationships

The Learning Classroom

- regular attendance and punctuality are essential for students to achieve their full potential
- students must follow the COMMUNITY ethos at all times in the classroom
- all staff will endeavour to 'meet and greet' students to ensure an orderly start to lessons
- students should not leave the classroom unless it is absolutely necessary
- the focus in the classroom is to promote a behaviour for learning ethos

The Environment

- everyone wants our working environment to be as pleasant and safe as possible and everyone is responsible for looking after our surroundings
- everyone must keep the rooms and grounds clean and tidy - eat in the canteen, tutor room (cold food only) or outside and put the litter in the bins provided
- everyone moves around the school in a quiet, orderly fashion and uses the one-way system. Students are expected to follow the Corridor Civilities Code (2016)
- dangerous items and expensive personal equipment must not be brought into school
- mobile phones are not to be used at any time whilst on the school grounds and during the school day. There is zero tolerance towards the use of mobile phones as outlined in the Mobile Phone Policy.

Mutual Support

Carshalton High School for Girls sees itself as a community whose members work together for the benefit of each other.

Carshalton High School for Girls aims to provide:

- pastoral support for students through all staff, but especially the Pastoral Support Officers and the Student Support department, Form Tutors, Year Leaders and the Senior Staff
- a clear code of good behaviour within which staff and students can work effectively
- an environment that encourages and acknowledges mutual respect and support at all times amongst students
- a supportive framework within which staff can liaise in order to discover and provide for the needs of individual students
- an atmosphere conducive to open negotiation on problems of an academic or personal nature

Intervention Strategies may include:

- individual 'social inclusion' meetings for targeted students
- personalised, tailored report system to assist students with any negative behaviour that may arise
- a range of courses and mentoring support including anger management, raising achievement and mentoring courses for students who are identified. Other courses include time management, organisation and punctuality
- trained personnel to deal with medical emergencies, behaviour and safeguarding issues
- Student Support department staff to help support students who are stopping the learning of others
- referral to the Exclusion Unit (EU) for Internal Isolation or Internal Exclusion
- referral to the School Behaviour Panels, the second of which is chaired by Governors
- referral onto a Pupil Support Programme (PSP)
- referral for a period of respite either internally (EU) or externally (Limes College)
- mentoring from the school's Student Support Officers, Form Tutor during tutor time, Learning Support and Learning Inclusion staff
- referral to the school's Behaviour Support Worker (employed on a part time basis)
- referral to and support meetings with the school's Community Prefect Team
- participation in a restorative justice meeting which will result in a behaviour contract being created

A carefully structured support framework exists which clearly directs staff, (see Appendix B).

External agencies, with whom the school is in regular contact, come on site to support staff and students as appropriate. These agencies comprise:

- The Educational Psychologist
- The School Nurse
- Refugee/Travellers Network
- Social Services
- Youth Offending Team (YOT)
- Police Liaison Officer
- Families Matter
- Transforming Families
- PAYP (Positive Activities for Young People)
- Jigsaw
- Limes College

Students at risk of permanent exclusion are required to follow the procedures detailed below:

1. Student who achieve over 100 behaviour points will attend a Behaviour Panel consisting of (a maximum of) a Deputy Headteacher, SLT line manager for the year group, Head of Year and parents. Following this meeting students will undertake a period of internal respite no less than 3 weeks. On completion of this respite, the student will return to a Red report to the Key Stage Deputy Headteacher. In addition, a PSP will be undertaken by the student and commenced whilst in the EU for a period of no less than one half term. The co-ordination of this will be undertaken by the SEN department.
2. In **Years 7 – 9**, failure of this report/PSP will result in the student undertaking a period of external respite at the Limes College. This will be superseded by a meeting with the Headteacher.
3. On return, students will be expected to attend a Governors' Behaviour Panel consisting of the Headteacher, governors and parents. The student will be placed on a Blue report and the PSP will continue. At this stage, targets may need to change on the PSP depending on the continual misdemeanour. This report will run for one half term or longer at the discretion of the Headteacher.
4. In **Years 10 – 11**, students will be expected to attend a Governors' Behaviour Panel consisting of the Headteacher, governors and parents. The student will be placed on a Blue report and the PSP will continue. At this stage, targets may need to change on the PSP depending on the continual misdemeanour. This report will run for one half term or longer at the discretion of the Headteacher.
5. Severe failure of this report will lead to permanent exclusion or referral to Limes via CARE placement.

Please note that the system above is flexible and students can enter this procedure at any stage depending on the severity of the misdemeanour or continued infringements regarding school culture. As with any behaviour policy, an element of context needs to be applied to the individual scenario for example where there has been an improvement in behaviour over a sustained period of time. **The figure of 100 behaviour points is given as a guide.** The Headteacher holds discretion on this and other areas within the behaviour policy.

Students, staff and parents are encouraged to enlist the support of any of the personnel within the support framework, when and where appropriate.

Adults other than teachers are a feature of the curriculum, both in and out of school, supporting established programmes of study.

Provision Map

Students who are at risk of attending a Vulnerable Pupils Panel must have a Provision Map in place. This map will document the support and guidance that has been given to the student prior to the referral to VPP. It is the Year Leaders responsibility in consultation with SEN support to ensure this provision map is in place. A provision map should be started as soon as a student is placed on Yellow report.

Vulnerable Pupils Panel (VPP) referral form submission

Any VPP referral must be sanctioned by the Headteacher. This will only take place following discussions with the SLT line manager for the year group, the Head of Year and the Headteacher. Any VPP referral must have followed the risk of permanent exclusion guidelines set out above fully. Heads of Year must complete the VPP referral form by the required date and submit the form to thelma.kingston@sutton.gov.uk. Heads of Year will also need to link the document to the student

profile in SIMS. Following the VPP, the Headteacher will inform the Head of Year and SLT line manager of the outcome.

Parental Involvement

Carshalton High School for Girls endeavours to provide a welcoming environment into which parents will readily come to discuss matters concerning their daughters.

Parents are encouraged to telephone school to speak to the Form Tutor or Year Leader if they have any concerns. Parents also have access to email addresses of staff in order to facilitate a swift conclusion to any concerns they might have.

Staff should record parental contacts on a contact form and attach it to the student's SIMS record or use the Communication facility on SIMS.

Senior Staff are available to support the Year Leader in their work with parents.

Regular communication with parents takes place to inform them of events that are taking place and which have taken place. This information is conveyed via the school newsletter (CHSG News), information letters about particular events, the use of SIMS InTouch, the school website and SMS text message.

Parents' Evenings are held at least once a year for each year group, preceded by a written invitation from the Year Leader. Students are welcome to attend with their parent(s)/carer(s). Year 12/13 students may attend on their own if a parent/carer is unavailable.

The Headteacher is available to see parents on an appointment basis should they wish to make contact with her.

Home/School Agreements (Appendix C) have been in place since September 1999 in line with statutory requirements. A working party chaired by the Vice Chairman of Governors produced the agreement in consultation with all parents and other interested parties, including students. These are kept in the School Office.

Abusive or aggressive behaviour from parents is not tolerated and may lead to a parent/carer being banned from the school site.

Sanctions

Where there is a breach of good behaviour, sanctions are imposed. There are a range of sanctions, which include:

Lunchtime Supervision

Anti social behaviour, rudeness to staff and being in an out of bounds area, at break or lunch time, will result in a referral to a member of the Senior Leadership Team for supervision.

Detentions

There are a number of reasons why a student may receive a detention. These will include (but are not limited to) lack of effort, inadequate classwork and/or, homework, lateness to school or poor behaviour. This is not only an important sanction, but provides an opportunity for individual help or counselling where this is considered appropriate by the teacher.

Parents are notified of detentions by either a detention slip, telephone call, record in Student planner or letter for SLT detentions. It is the student's responsibility to ensure the slip is received by the parent. It is the parent's responsibility to make the necessary arrangements for the student's safe conduct home after the detention.

A student may be kept in school until 3.20pm for a minor infringement. In this case there are no statutory requirements for parents to be notified in advance.

Students will be set work/community service to complete during the detention. This is the responsibility of the teacher setting the detention.

Students who arrive late to school will be detained for 30 minutes in a Late Detention that evening. Continued lateness will lead to an escalation in the length of sanction given.

Car Park Referrals

Should a student be persistently disrupting a lesson, a member of staff may send them to the 'car park' i.e. another class in that department, to work in isolation.

Red Card

A Red Card will be given to a student for a serious offence that may occur within the lesson and/or a refusal to attend the car park. Students who receive a red card during the school day will be required to attend SLT detention on a Friday which lasts for 60 minutes. A Red Card can be given to students during social times. This will be treated in the same manner as those given during a lesson. There is a duty patrol to ensure all Red Cards are attended to and therefore the disruption to learning is kept to a minimum.

After School Detention Process

There is a tiered and escalated approach to after school detentions. Please see Appendix D for further information regarding after school detentions and the process that is undertaken. All students will ultimately undertake a sanction for a misdemeanour. It is recommended that students do not allow the sanction to escalate and complete the sanction at the earliest stage. Throughout the process, continued contact is made with parents either by telephone, letter or email advising them of the sanction and the repercussions regarding non attendance. The ultimate and final sanction is a Fixed Period Exclusion.

Persistent Offender Sanctions

Where there are incidences of continuous persistent misdemeanours by a student then the sanction will increase in severity. Please see Appendix E. This will be monitored by SLT and the Pastoral Leader in order that the misdemeanour does not continue and guidance is offered on how to rectify and prevent it occurring in the future.

Senior Leader Detentions

These will be held daily in Room A5 from 3.15pm – 4.15pm.

Reporting Procedures

There is a tailored approach to the Reporting System. These are recorded in SIMS and the student can be placed on a report particularly for this area. This allows pastoral teams to offer support and guidance to students on a particular aspect that may need improvement.

In addition to this system, there are also behaviour reports which will focus on areas such as (and not limited to) defiance, rudeness to staff, vandalism and anti social behaviour.

Homework Report

Student failure to submit homework is monitored on a weekly basis. Any student who is placed on Homework report will be expected to attend Homework Club for the 2 weeks they are on Homework Report. This will be monitored by their Form Tutor / Assistant Head of Year / Year Leader or SLT. Failure to attend Homework Club will result in Internal isolation the next day. Failure to complete Homework Report will lead to the period of mandatory attendance being extended further.

The procedures regarding Behaviour reports can be found in Appendix F. When a student is placed on report the following is expected:

Staff

- the member of staff monitoring the report will sign the report at the end of each day
- during this time there will be time spent discussing the positive and negative aspects of the report
- the FT/AHOY/YL/SLT will write/phone home to inform the parent when and why his/her daughter has been placed on report

Student

- the student will be expected to ensure the report is completed as directed by the monitoring staff member.
- the student must ensure the report is signed at the end of each day by the monitoring staff member.
- the student is expected to write a comment at the end of each day related to their performance.
- the student will be expected to appreciate the severity of being on report and ensure it is looked after properly and not lost. A lost Report book will lead to an SLT detention.

Parent

- parents are expected to sign the report book each evening and write a comment
- a discussion of the day's events between parent and student would be helpful

The SIMS Programme

We all recognise that staff, as well as students, are frustrated by disruptions caused by students not complying with the school's Behaviour for Learning code and from the negative attitudes of a minority.

The OFSTED report; **Behaviour and Discipline in schools (2015)** states that schools must have a consistent approach to behaviour management with a strong policy to support staff in managing behaviour, including the use of rewards and sanctions. The report identifies a need for regular teaching of good behaviour and monitoring of student behaviour. To enable the school to do this effectively the school will record all behaviour incidents on the SIMS Behaviour Management system.

All behaviours have a range of points attached to them and a series of expected sanctions.

All teachers entering behaviour actions on SIMS are expected to resolve the issue using appropriate measures such as detentions, or referring more serious issues onto their line manager through the use of a Serious Incident form (SIF).

Resolving Behaviour Entries

If you have referred the student to a senior colleague then please note this on SIMS and then resolve the entry.

If you have issued a detention then this can also counts as a resolved action.

Serious Incident Forms

A serious incident form (Appendix G) will be completed by a member of staff should a serious incident occur. The CL/YL/SLT will then decide upon the appropriate action.

If you have written a SIF electronically please send it in the first instance to the relevant line manager. There are clear expectations detailing the procedures regarding contact with parents on the form. These must be completed before the SIF is passed to the relevant line manager.

The person who is completing the SIF should attach the document to SIMS. Please note: once a SIF is attached to SIMS it must be opened via 'Open' function to allow changes to be saved to the document. Click 'Yes' when prompted to save the changes.

Returning from a Fixed Period Exclusion (FPE)

Upon return from an external exclusion, the student along with their parent/carer reports to the Year Leader (1 – 2 days FPE), or the Senior Leader for the year group (3 days or more) unless there are extenuating circumstances. In most cases the student will be placed on report. The Year Leader/SLT member will decide this.

SLT/CL/YL Visits to Lessons

Senior Leaders and Middle Leaders will regularly visit lessons. If a student is causing concern the member of staff will complete a visit log to inform parents of the concern and the action taken.

Internal Isolation

In certain circumstances a student may be placed into Internal Isolation in the Exclusion Unit. Examples of this may include but are not limited to:

- Uniform infringements
- Failure to attend SLT detention
- Incidents where students are a Health and Safety risk
- Continued lateness to school

Students who undertake Internal Isolation will finish school at 3pm.

Internal and External Exclusions

In certain circumstances when a student is involved in a serious incident, SLT may decide that exclusion is necessary. This may be Internal or External.

Internal: Students may be placed in the Exclusion Unit. The severity of the misdemeanour will determine the duration of exclusion. Students placed in Internal Exclusion will finish school at 4pm.

External: Students are excluded for a number of days decided by the Headteacher. It is the parents(s)/carer(s) responsibility to organise supervision of the student whilst on external exclusion.

School will provide work for external exclusions of any number of days. This will be facilitated by the Pastoral leader of the student.

Restraint of Students

The school's policy is to train staff to ensure they are aware of their duty of care and have knowledge of de-escalation strategies when faced with volatile or angry students.

Rewards

As a school we believe that rewards are more effective than punishment in motivating students. By praising and rewarding positive behaviour, others will be encouraged to act similarly.

As a school we recognise that all students should feel that they have access to a wide range of rewards which are issued fairly and consistently. Rewards will be given not only to students with consistently good behaviour, but also to students whose behaviour and conduct has substantially improved.

Students are rewarded using our online system, VIVO. Students gain VIVO points and this can be spent on various items both in school (front of the queue pass, prom tickets, stationery) to external items (iPod vouchers, jewellery, stationery).

Praise and rewards will also be used to help reinforce the school's efforts to tackle one particular aspect of behaviour such as attendance and punctuality.

The school will praise and reward good behaviour through the following ways:

- School assemblies
- Tutor time
- Inter tutor competitions
- The issuing of VIVO points
- The issuing of house points
- Good letters home to parents
- Postcards from individual departments and tutors
- Good phone calls home
- Celebration of achievement assemblies
- Prize Giving

OUR SCHOOL ETHOS

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Y

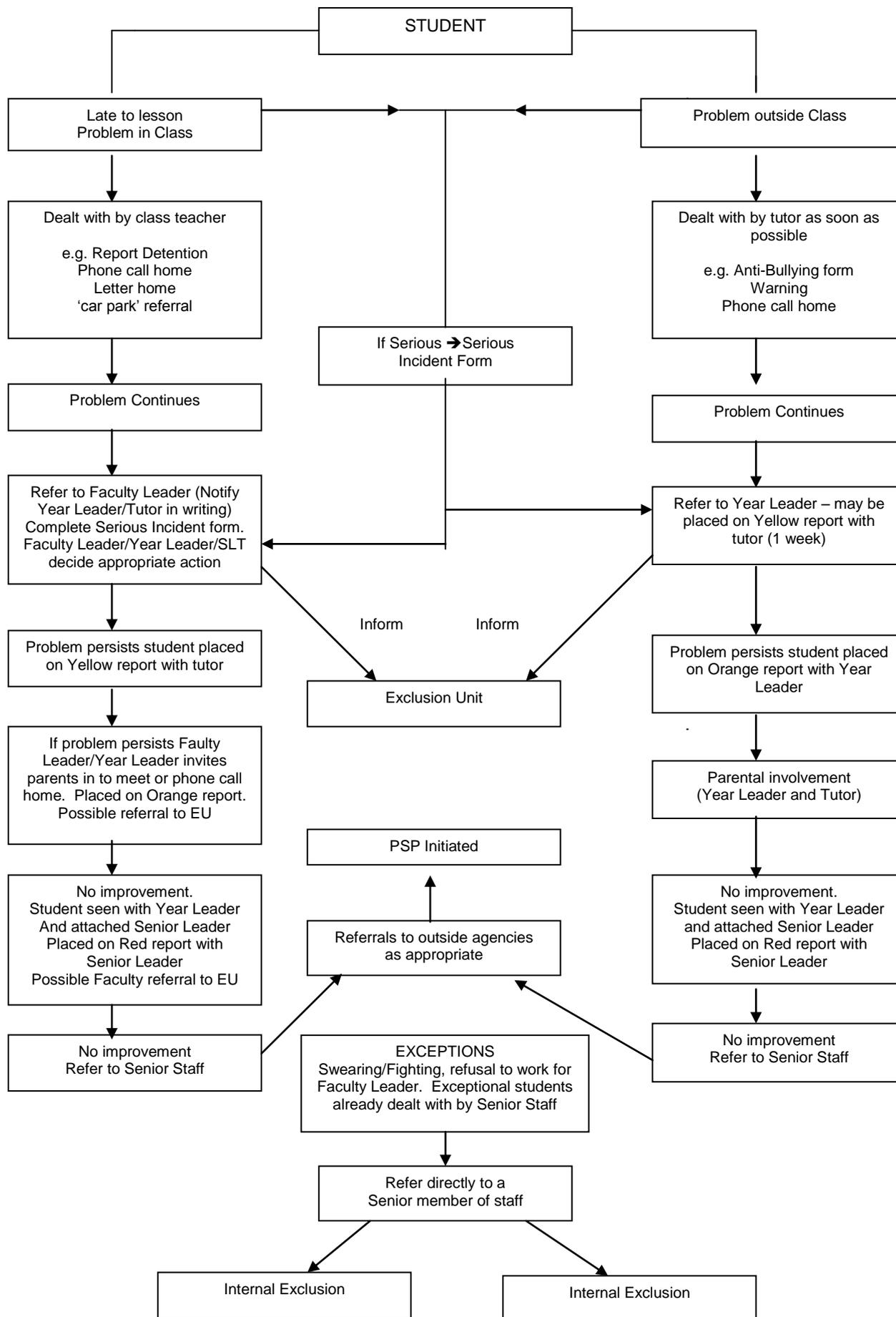
ou are responsible for your actions



The Support Structure

The flow diagram indicates how difficulties with students should be dealt with initially and to whom they should be referred subsequently.

The process must also include Sixth Form students.





HOME/SCHOOL AGREEMENT

To ensure that students succeed at the school it is vital that parents, students and the school work together in very close partnership.

As a school we want to ensure that every member of the school community is happy and successful and that is best achieved where there is close working between parents, student and the school.

As a school we will provide a safe, calm, orderly environment that is built on high expectations, mutual respect and support.

We will ensure on an individual basis that the needs of every student are met and provide a stimulating, rich learning experience that includes a range of extra-curricular activities.

Finally, we will reward success and celebrate your daughter's success and share that with you.

Vivien Jones
Headteacher

Student's Name:

As a student I agree to:

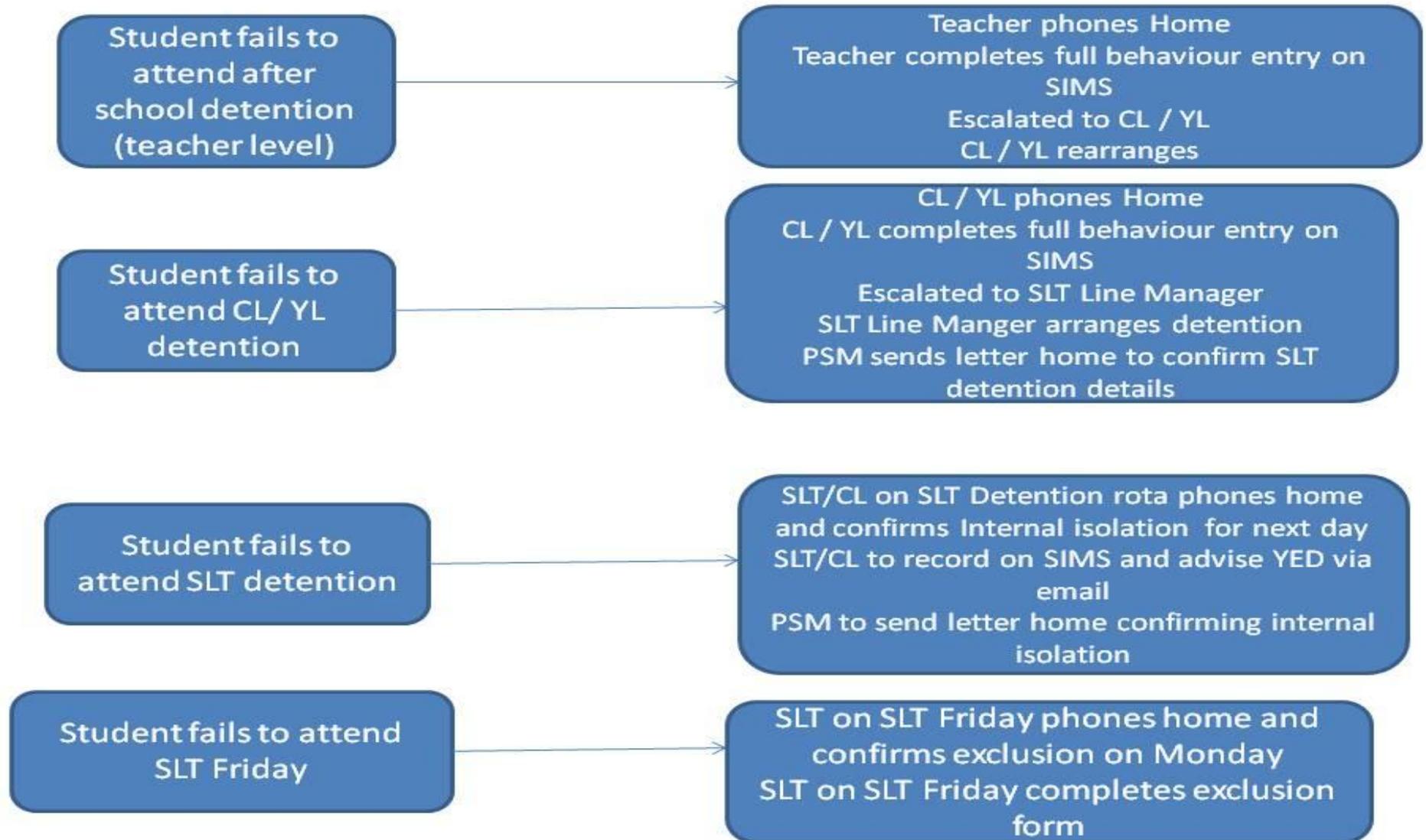
- come to school regularly and on time, properly equipped and in correct uniform
- do all my work to the best of my ability and hand homework in on time
- take responsibility for my own actions and respect the environment and the needs and privacy of others
- keep parents informed on all school matters and consult teachers about matters which may affect my work
- treat others as I would expect others to treat me
- follow school rules and instructions in connection with use of ICT and the internet

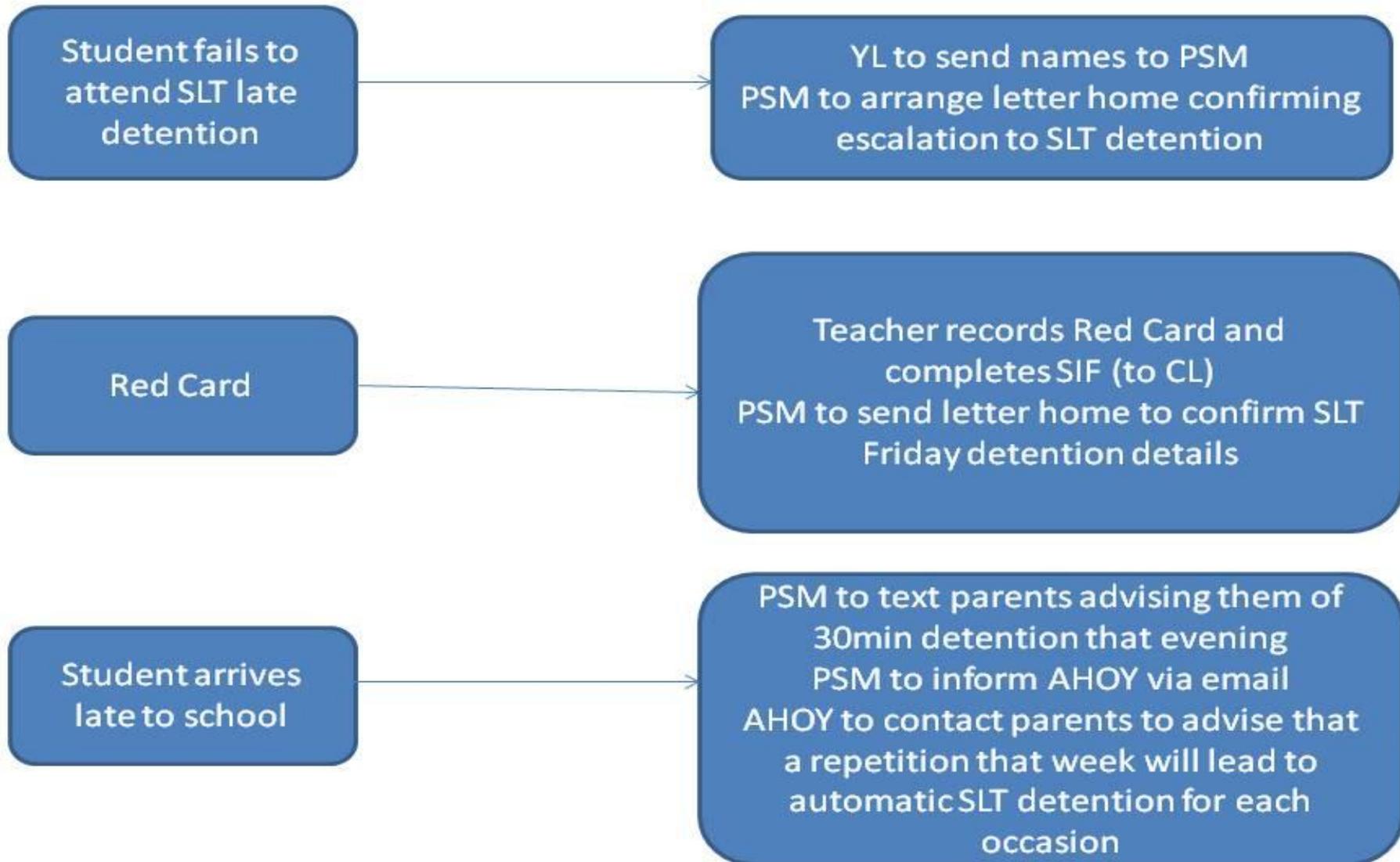
As a parent/carer I agree to:

- see that my/our daughter goes to school regularly, on time, properly equipped and in correct uniform
- make the school aware of any concerns or problems that might affect my/our daughter's work or behaviour. Notify the school of any unavoidable absence as soon as possible that day
- support the school's policies and guidelines for behaviour. I understand that should my/our daughter bring offensive weapons or illegal substances into school it is likely to result in an exclusion from the school
- support my/our daughter in homework and other opportunities for home-learning in line with the Homework Policy
- attend Parents' Evenings and discussions about my/our daughter's progress
- support and take an interest in all aspects of my/our daughter's school life

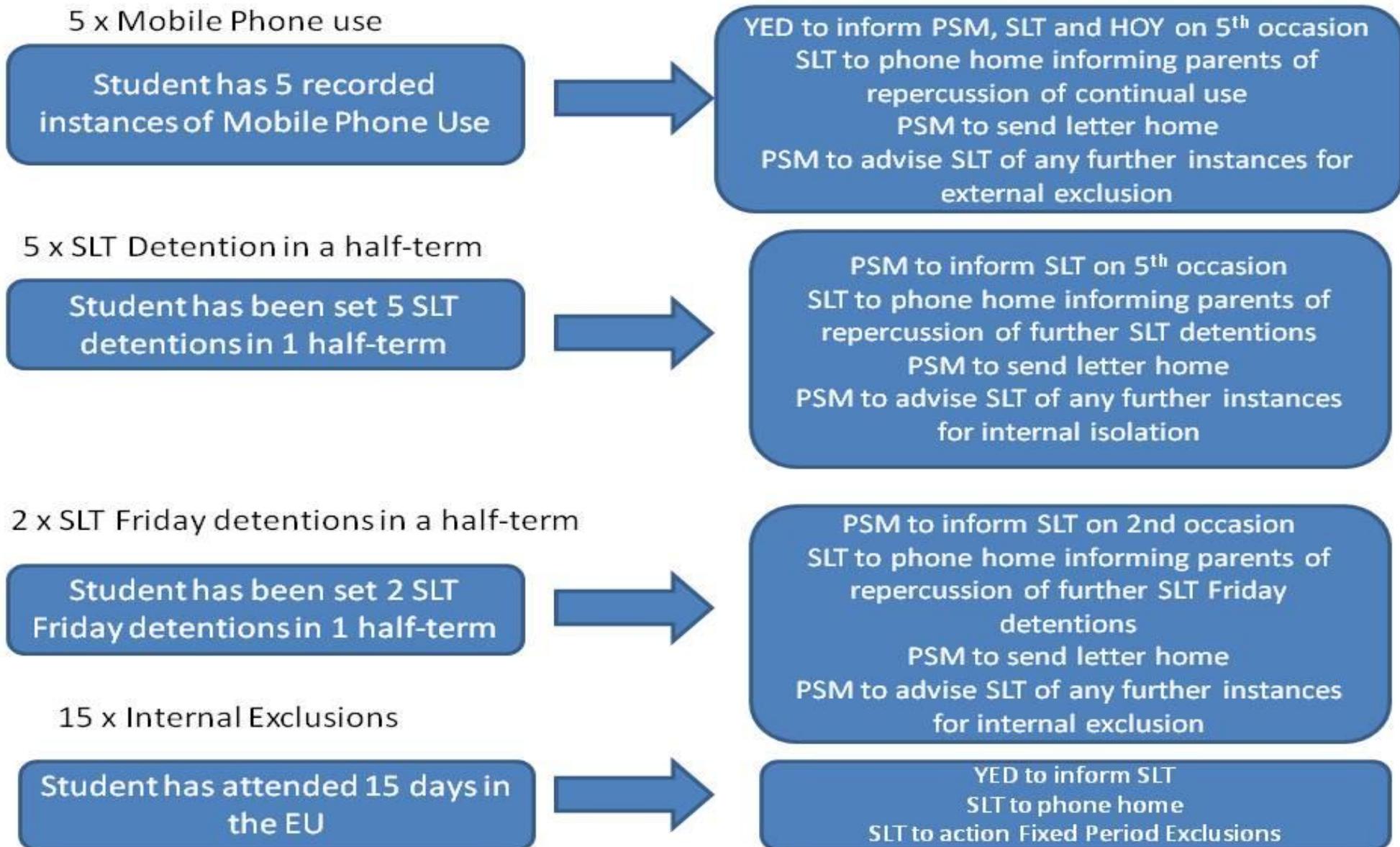
Student's signature

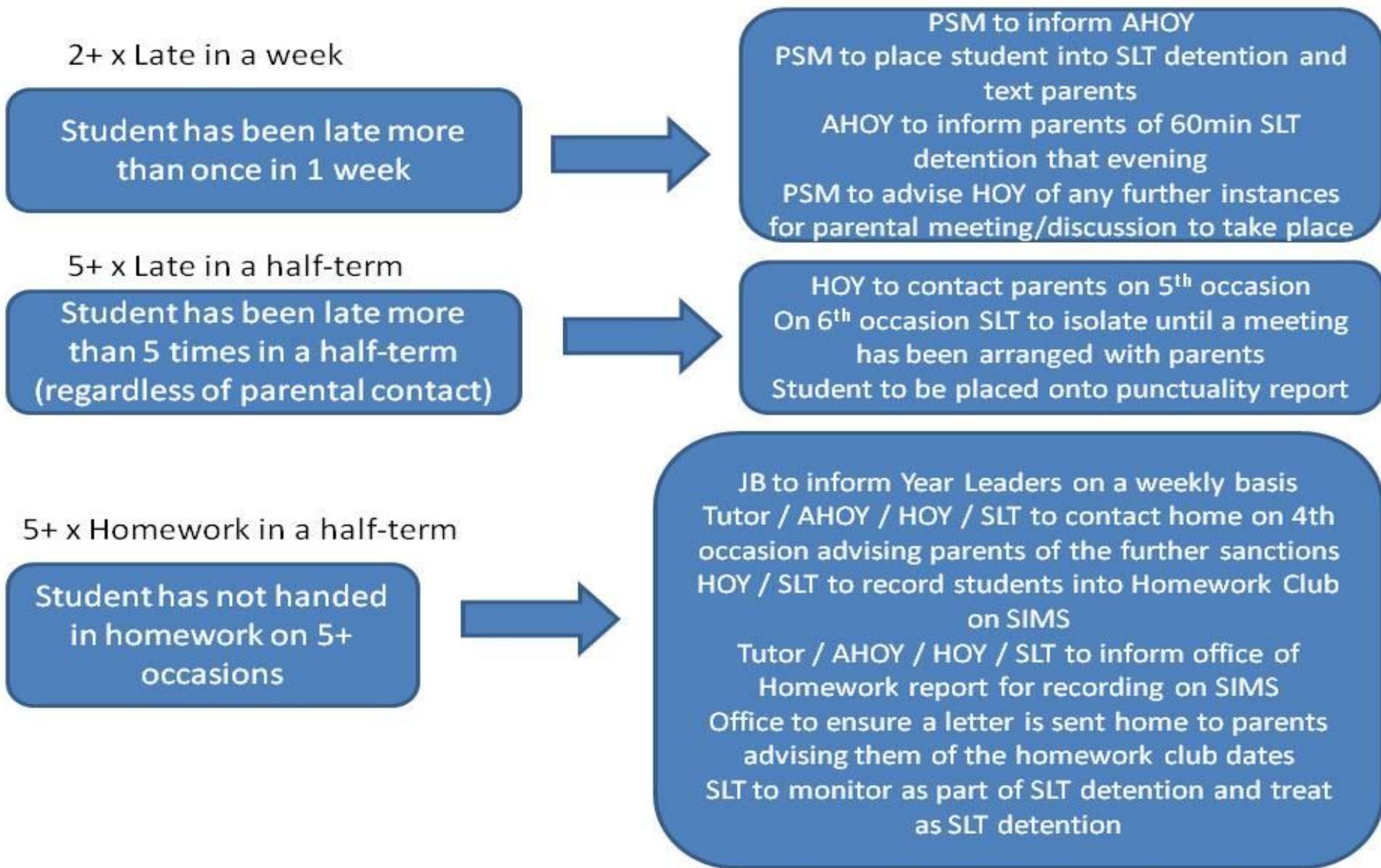
Parent's/Carer's signature





PERSISTENT OFFENDERS SANCTIONS





Behaviour Reporting System

15 behaviour points – phone call from the tutor to discuss concerns, logged on SIMS



25 behaviour points – phone call from tutor and/or meeting with parents, logged on SIMS
student placed on yellow tutor report



40 behaviour points – tutor passes concern to HOY, HOY makes contact to discuss
concerns, logged on SIMS



50 behaviour points – HOY phone call and/or meeting, logged on SIMS student placed on
orange report



65 behaviour points – HOY passes concern to SLT attached. SLT attached makes contact
to discuss concerns, logged on SIMS



75 behaviour points – SLT attached phone call and/or meeting, logged on SIMS student
placed on red report



100 behaviour points – SLT to refer to behaviour panel, logged on SIMS



Possible actions after behaviour panel: respite EU, fixed term exclusion, respite Limes
College, VPP referral, permanent exclusion



SERIOUS INCIDENT FORM

Student Name	Tutor Group	Date:
		Time:
		Location:
		Staff reporting incident:

Mobile Phone Use: Have you spoken to the student about their use of a phone? Y / N

Mobile Phone Use in Lessons: Please enter details below, record on SIMS and send to Curriculum Leader	
Mobile Phone Use outside of Lessons: Please enter details below, record on SIMS and send to Year Leader	
Details:	Before submission to Middle Leader please confirm you have
	Spoken to the student? <input type="checkbox"/>
	Recorded on SIMS? <input type="checkbox"/>
	Linked this SIF on SIMS? <input type="checkbox"/>

Not Mobile Phone Incident: Please complete details below:

Red Card called for? Y / N If yes, please complete and refer to relevant Middle Leader.

Student car parked? Y / N If yes, please complete, refer to relevant Middle Leader and contact home.

Details and Nature of Incident:	Before submission to Middle Leader please confirm you have
	Recorded on SIMS? <input type="checkbox"/>
	Contacted Home (if appropriate) <input type="checkbox"/>
	Date of Contact: <input type="text"/>
Initial Action Taken (including any sanctions):	Linked this SIF to SIMS? <input type="checkbox"/>
	Date passed to Middle Leader: <input type="text"/>

Further intervention by CL / YL

A Red Card will incur an automatic sanction of attendance at SLT Friday.

Monday to Wednesday (Friday of the same week), Thursday & Friday (Friday of the following week).

Further action taken by CL / YL (including any sanctions):	Before submission to SLT please confirm you have
	Updated SIMS? <input type="checkbox"/>
	Contacted Home? <input type="checkbox"/>
	Date of Contact: <input type="text"/>
	Linked the updated SIF to SIMS? <input type="checkbox"/>
	Date passed to SLT: <input type="text"/>

Further intervention required by SLT

Further action taken by SLT (including any sanctions):