



# Behaviour Policy

2018-2019

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## **Behaviour Policy**

### **1.0 Purpose**

The Board of Governors of Matravers School through its Behaviour Statement of Principles believes that high standards of student behaviour and good discipline support the vision of the School, safeguard the rights of students and staff and are an essential pre-requisite for effective teaching and learning. As a school we believe:

- Each student has the right to learn in class at his or her best rate and to the highest standard of which he or she is capable;
- Each student has the right to move around School without fear of physical danger, hurtful name calling, threats, bullying, racial abuse or any form of discrimination, sexual harassment, or interference with his or her property;
- Each teacher has the responsibility to provide an effective teaching programme, appropriate to the needs of the students in each class, and accordingly, has the right to expect the cooperation of students and the support of parents and Board of Governors in delivering that Curriculum;

Students will behave in a manner consistent with the expectations listed above. Responsible behaviour reflects well on students, their parents and the School; and promotes a positive image both of individual students and the School to parents and other members of the community.

We recognise that it is not possible to outline every eventuality with this policy. Therefore, any reflections or omissions in relation to this policy should be consulted with Matravers School.

### **2.0 School Vision**

Our Vision is for Matravers School to be a world-class centre for teaching and learning at the heart of our region, the secondary school of choice for young people.

Achieving this involves ensuring that every Matravers student exceeds expectations in all aspects of their education. We will enable our students to gain the highest possible qualifications and equip them with the skills and values that they need to achieve their ambitions on leaving school.

We will provide the outstanding teaching, learning and leadership needed to fulfil this goal. Our students will demonstrate outstanding attitudes towards learning supported through a wide-range of opportunities to represent themselves and their school with pride. We will provide the exceptional care and support required to promote the safety and wellbeing of our school community.

Our extensive range of curriculum opportunity ensures that every student is well equipped to progress successfully in life.

Our bespoke collaborations with other organisations will positively influence both our own learning community and the wider education system.

### **3.0 Aims**

Our aims are to promote positive behaviour and attitudes, based on mutual respect between all members of the School community, thus developing in our students:

- self-discipline and respect;

- the prevention of bullying;
- the completion of high-quality work;
- personal responsibility;
- high self-esteem;
- a pride in the School both inside and outside the classroom environment.

In carrying out these aims we will create a calm and purposeful learning environment for all, which will ensure that effective teaching and learning takes place.

The objectives of the School's Behaviour Policy are:

1. To encourage students to choose responsible behaviour and in so doing, raise their self-esteem, increase their academic success, improve their relationships with others and better prepare them for adult life.
2. To ensure effective teaching and learning and to improve the quality of the teaching and learning experience by:
  - a. developing relationships between staff and students which are marked by reciprocal respect and understanding;
  - b. fostering student self-confidence, self-esteem and well-being;
  - c. creating a purposeful, mutually supportive and nonthreatening environment;
  - d. providing students with opportunities in which responsible behaviour can be recognised, praised and reinforced.
3. To prepare students for adult life by:
  - a. helping them understand society's need for responsible behaviour;
  - b. helping them understand their rights and responsibilities as members of a democratic and civilised society;
  - c. enabling them to move into adult life with increased confidence and awareness of the needs of others;
  - d. helping them understand that their responsible behaviour represents a valuable contribution to the communities in which they live;
  - e. encouraging them to form positive relationships with other individuals and with groups of people;
  - f. offering guidance to understand their social responsibility in an ever evolving technological world.
4. To involve parents in the School's management of student behaviour by:
  - a. creating an environment in which a genuine partnership exists between home and School.
  - b. ensuring that parents are kept aware of their children's behaviour, both responsible and irresponsible, at School;
  - c. seeking parents' understanding and support of the School's policies and actions with respect to student behaviour;
  - d. providing advice and support where appropriate and when requested.

#### **4.0 Expected Standards of Behaviour and the Student Code of Conduct**

Expected standards of behaviour are stated in the Student Code of Conduct and are regularly reiterated, formally, in assemblies and informally by all members of staff.

The Student Code of Conduct is printed in the Student Planner and states clearly the expected general behaviour at all times and precise behaviour at key times in the School Day.

## 5.0 What is our expected 'Behaviour for Learning'?

Most social, emotional and behavioural skills are learned. Behaviour for Learning can best be conceptualised as a set of three relationships experienced by the student.

These relate to their:

- **relationship with themselves** (how they feel about themselves and their self-confidence as a learner);
- **relationship with others** (how they interact socially and academically with all other human beings in their class and school);
- **relationship with the curriculum** (how accessible they feel a lesson is and how they think they learn best).

In order to foster a positive learning environment in the classroom it is important to recognise the importance of each of these relationships and the teachers' contribution in developing them. Teachers focus on helping students to develop appropriate skills which enable them to learn within a variety of social contexts (in whole-class or small-group situations in the classroom and elsewhere in the school, at break-time, lunchtime and immediately outside the school).

### 'Behaviour for Learning' is positive:

- It helps students understand the behaviour skills they need, what the teacher wants them to do and why this will help them to learn (rather than focusing on unwanted behaviours).
- It puts a value on positive behaviours, which enable and maximise learning.

We believe that these key attributes assist in the development of a positive learning environment.

- modelling appropriate behaviour;
- positive recognition and the effective use of praise;
- positive correction;
- consistent application of rules;
- use of verbal and non-verbal communication;
- listening to students and respecting their opinions;
- remaining relaxed but vigilant (pre-empting unacceptable behaviour);
- dealing positively and sensitively with lateness and non-attendance.

### Rights and responsibilities

The school believes that the following **rights** apply to all within Matravers:

- All students have the right to learn.
- All teachers have the right to teach.
- Everyone has the right:
  - To feel safe;
  - To be listened to and treated with respect;
  - To be treated fairly;
  - To be free from discrimination.

We, as a community, agree to the following rights and **responsibilities**:

- To learn and allow others to learn;

- To show respect for others and their property;
- To arrive on time, equipped ready to work and dressed correctly;
- To follow instructions straight away;
- To follow the guidance for safer working practice for adults who work with children and young people in education settings.

## **6.0 Taking Account of Individual Student Needs**

The following groups of vulnerable students may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's Behaviour Policy:

- Minority ethnic and faith groups, travellers, asylum-seekers and refugees
- Students who need support to learn English as an additional language (EAL)
- Students with special educational needs
- Children looked after by the local authority
- Children who are unwell
- Young carers
- Children from families under stress
- Pregnant schoolgirls and teenage mothers
- Any other students at risk of disaffection and exclusion

Matravers School acknowledges our legal duties under the Equality Act (2010) in respect of safeguarding and also in respect of students with special educational needs and disabilities. The list above is not exhaustive, Matravers School will take into account any recognised need when applying the policy.

## **7.0 Rewards**

The reward system recognises and promotes:

- Positive attitudes to learning and/or demonstration of the school values.
- Outstanding achievement and learning behaviour;
- Students' teamwork and independent learning;
- Positive contribution to school ethos.

Praise and rewards should encourage students to participate, perform and progress. Staff members are encouraged to use a range of methods to encourage students to excel and be proud of their achievements:

- Non-Verbal Praise;
- Verbal Praise;
- Positive comments written in books / stickers and stamps for good work;
- Appropriate comments on report cards;
- Reward points for individual incidents of exceptional behaviour;
- Certificates will be presented in (Celebration) assemblies;
- Displays of student work around the school;
- Praise in assemblies;
- Progress Leader or Member of the Senior Management Team invited to classrooms to deliver praise;
- Positive postcards for good behaviour and learning posted to parents;
- Badges or Roles of responsibility;
- Annual presentation evening(s) to celebrate effort and achievement;
- Positive phone calls home / letters home;
- Positive conversations with or emails to a student's Tutor.

In addition:

- Recognition systems will also be established for good learning behaviour, good class work, sustained progress or a good standard of homework.

## **8.0 Unsatisfactory Behaviour**

Whilst actively encouraging and rewarding good behaviour, Matravers' Behaviour Policy makes clear that unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when Students fail to meet our expectations of conduct.

In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a Student's behaviour so that any incident may be seen in the widest possible context. Such information will not only be used in judging what sanction is appropriate but will also inform efforts to identify any underlying cause for the behaviour and to work with the Student to improve her/his behaviour in future.

We welcome full parental support and engagements when challenging unsatisfactory behaviours.

### **Key Points**

- Teachers have the statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The power also applies to all paid staff with responsibility for students, such as teaching assistants and pastoral staff.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students for misbehaviour outside of school whether in or out of school uniform.
- Teachers have specific legal power to impose detention outside school hours.
- Teachers can confiscate students' property.

## **8.1 Power to use Reasonable Force**

Matravers School empowers staff to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.

### **What is Reasonable force?**

- The term "reasonable force" covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- "Reasonable in the circumstances" means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or bring a student under control. It is typically used in more extreme circumstances. For example, when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

## **Who can use Reasonable Force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

## **When can Reasonable Force be used?**

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

## **8.2 Searching and Confiscation**

### **Confiscation of Inappropriate Items**

Matravers School will empower staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Matravers empower staff to search without consent for weapons, knives, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal damage to property, any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

### **Key Points**

School staff can search for any other item banned under the school rules, if the student agrees.

However, Headteachers and staff authorised by them have a statutory power to search students or their possessions without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

### **Searching with Consent**

With the Head Teacher's permission, school staff can search students with their consent for any item which is banned by the school rules.

- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- If a member of staff suspects a student has a banned item in his / her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A student refusing to cooperate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other acceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

## Searching without Consent

### What can be searched for?

Knives, weapons, alcohol, illegal drugs and stolen items (referred to in the Apprenticeships, Skills, Children & Learning Act 2009 as “prohibited items”).

### Who can search?

The Headteacher or a member of school staff who is authorised by the Headteacher:

- The teacher will normally be the same sex as the student being searched and authorised by the Headteacher as per the Education Act 2011.
- There must be a witness (also a staff member) and, if at all possible, they should be the same gender as the student being searched.

The ability to give consent may be influenced by the child’s age or other factors.

Member of school staff means any teacher who works at the school and any other person who, with the authority of the Head Teacher, has lawful control or charge of students for whom education is being provided at the school.

## 9.0 Sanctions

### Punishing Poor Behaviour

Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that student.

Corporal punishment is illegal in all circumstances.

In addition to the rewards, sanctions are in place in order to:

- Deter poor behaviour;
- Ensure consequences for poor behaviour;
- Establish a levelled and proportionate response to poor behaviour
- Identify clear roles and responsibilities for operation;
- Re-establish appropriate expectations of behaviour and to restore teacher-student relationships.

In order to create an environment conducive to learning, Matravers uses the following sanctions for behaviour:

- *Detention (During the School Day and After School)*
- *Internal Exclusion (For appropriate periods of time)*
- *Individual Education Plans and Pastoral Support Plans*
- *Exclusion From Mainstream learning (alternative provision)*
- *Fixed Term Exclusion (Not allowed on school site)*
- *Permanent Exclusion (Not allowed to return to the school)*

### Exceptions to the Progressive Behaviour Procedures

There will however be, exceptional circumstances where in the Headteacher’s judgement it is appropriate to exclude a child for a first or “one off” offence:

- Serious or actual threatened violence against another student or a member of staff;

- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon (any article made or adapted for use to causing injury to the person, or intended by the person having it with him for such use"). Schools have a power to screen and search students for weapons as per the Education Act 2011.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community.

In cases where a Head Teacher has excluded a student for:

- (1) one of the above offences OR
- (2) Persistent and defiant misbehaviour including bullying or repeated possession and / or use of an illegal drug on school premises.

Alternative provisions may be sought.

## **10. Detention Policy and Procedure**

Teachers have a legal power to put students in detention. Whole class detentions will not normally be enforced to address the behaviour of individuals.

Matravers School will issue detentions to students as part of our disciplinary policy. Parental consent is not required for detentions. It is a legal requirement that a minimum of 24 hours' notice is given for detentions which are longer than 20 minutes. Detentions may be set on the same day if contact is made with the parent/carer. Where detentions of 20 minutes or more are given, the parents/guardians will be notified via the Student Planner, a telephone call home or In Touch message via the school's SIMS program. It is the student's responsibility to ensure that his/her parents are made aware of the detention time and date.

The times outside normal school hours when detention may be given (the "permitted day of detention") include:

- Any school day where the student does not have permission to be absent;
- Weekends – except the weekend preceding or following the half term break;
- Non-teaching days – usually referred to as "Training Days", "INSET Days or "Non-Contact Days".
- Exceptionally, students may have to spend their lunchtime directly supervised by a member of staff. In this case adequate time will be given for the student to eat, drink and use the facilities.

Detentions may be set for a range of reasons, such as repeated lateness to School or lessons, for unsatisfactory work or behaviour, or for work or homework not done.

### **Department Detentions**

Departments will have their own arrangements for holding detentions for unsatisfactory work, behaviour, homework, or lateness to lessons.

### **Senior Detention**

In addition to department detentions, Senior Detention is held every night. This is supervised by members of the Senior Management Team and the Pastoral Team. Senior Detentions are set for serious misdemeanours.

### **Headteacher's Detention**

An additional Headteacher's Detention is held weekly for extremely serious breaches of school policy.

## **11. Out of Classroom Behaviour**

All staff and students have a responsibility to maintain a calm environment around the school at all times.

At Matravers, we believe that everyone has a right to learn in a safe and secure environment. Behaviour which challenges our community will result in consequences.

### **Students' Conduct outside the School Gates**

Matravers School may take disciplinary action under any of the following circumstances:

- Any misbehaviour when the child is:
  - Taking part in any school-organised or school-related activity
  - Travelling to or from school
  - Wearing school uniform
  - In some other way identifiable as a student at the school
  
- Or misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school
  - Poses a threat to another student or member of the public
  - Could adversely affect the reputation of the school

## **12. Mobile Phones**

As expensive items we recommend that all phones, like any valuables, are left at home and not brought into school.

Phones that are brought into school are done so at a student's own risk and Matravers School is not accountable/responsible for them if lost, damaged or stolen. As a school we will not spend time investigating lost or stolen phones as we urge students to not bring them into school with them.

On no account must a phone ring, or be used, or be visible at any time around the school. If a phone is seen or rings, it will be taken off the student and a parent/carer will have to come into school to collect it. The School will determine where and when. Within our Sixth Form Student Code of Conduct we permit students to have limited access to their mobile phones in designated areas only, the school has the right to remove this privilege at any time.

Emergency messages from parents must come through the school office, not via a student's phone.

If a student is "in trouble" with a teacher, he/she must not phone a parent to complain or ask them for help. When an investigation is complete the school will phone to inform parents. Matravers School will not tolerate interference with the school's sanctions.

Mobile phones used to record/video teachers, students, or bullying or are used to share illegal or inappropriate images, particularly pornography, will be confiscated. Further sanctions will follow.

Music/Mobile earphones in lessons/around the school, should not be worn under any circumstances and will be subject to the same rules as above

Arguments or defiance in relation to mobile phone use will be subject to our usual school sanctions.

### 13. Uniform

Our uniform policy reflects our values and reinforces our vision of high expectations, academic achievement and opportunity. All students in Key Stage 3 and Key Stage 4 are expected to wear the Matravers School Uniform.

Key Stage 5 students are expected to wear business suits/dress as we believe that our students should be prepared for the workplace and dress accordingly.

Our school uniform helps to identify our students as members of our school community and promotes a strong, cohesive school identity which supports high standards and expectations in all areas of school life. School uniform promotes harmony between different groups represented in the school and it enhances security.

Smartness and high standards of appearance are expected at all times.

#### **The Matravers School Uniform (for Key Stage 3 and 4)**

<b>Uniform Policy</b>	<b>What this means</b>
Shirt – white collared shirt either long sleeve or short sleeve	T-shirts or other tops not to be worn underneath shirts.
Tie – school design either clip-on or traditional	The Tie must be tied up to the collar at all times.
Jumper (Optional) – Bath Blue V-neck pullover from school supplier	
Blazer – school design with logo from school supplier	The Blazer must be worn every day to school, around school and going home from school. During lessons, the teacher will give permission for Blazers to be removed.
Trousers – prescribed black.	No denim-style jeans, pinstripes, cut-offs, tracksuit bottoms or ‘skinny-style trousers’. All trousers must come away from the leg at the ankle. Scholars stock approved uniform styles, any trousers purchased elsewhere must be similar in material and design.
Skirts – prescribed Matravers skirt.	The length of the skirt should be on or below the knee. The skirt is available at Scholars.
Shoes – plain black, sensible style with black laces.	No canvas shoes, white/logoed trainers or highly coloured soled trainers/shoes. Shoes should not have a high heel. “Fashion shoes” and boots are not permitted.
Coats – plain colour (preferably black or navy), front fastening, any logo must be discreet.	Coats must be removed in the lesson. Any form of hooded sweatshirt style of top will not be permitted in school as a substitute to a coat or jumper.

Headwear – hats and caps are not permitted in lessons.	Hats and Caps are not permitted to be worn around the school site.
Hairstyles should be appropriate, neat and tidy.	Tramlines, patterns in hair, unnatural colours, dyed hair, extreme hairstyles or close shaven hair (shorter than grade 2) will not be permitted.
Make up – students in Years 7 and 8 are not permitted to wear any make-up. Students in Years 9 and above are permitted to wear discreet and appropriate make-up (at the discretion of staff).	We operate a “double-take” rule regarding make-up in the later years; make-up which is discreet should not be noticed by anyone. If it is noticed, it is not discrete, and will be requested to be removed.  Nail varnish is not permitted in any year group.
One pair of small stud/sleeper earrings will be allowed in the ear lobe.	
Excessive jewellery, fashion accessories (i.e. belts or hair accessories), spacers, nose studs and other forms of visible piercing will not be allowed.	
Tights – Natural or black in colour	They must be one colour and must be made of a sensible material that is appropriate for School.

### **Matravers PE Uniform**

**(Please ensure all items of Uniform are named)**

**Please Note : All items with school logos(\*) are available to purchase from Scholars**

#### **BOYS PE**

\* Pro Tech Rugby Shirt with Matravers logo

\* Aptus Polo Shirt with Matravers logo

\* Navy PE shorts with Matravers logo

Trainers (not baseball boots or daps)

Football boots – no astro trainers

\* Coolmax Sports socks

Shin pads

Gum shield for rugby

#### **Optional Extras**

\* Aptus Quarter Zip Top with Matravers logo

\* Aptus Jogging Bottoms with Matravers logo

Towel

#### **GIRLS PE**

\* Aptus polo shirt with Matravers logo

- \* Aptus Full Zip Top with Matravers logo
- \* Navy PE shorts with Matravers logo
- Trainers for every lesson (not baseball boots or daps)
- Football boots (optional but needed for cross-country) – no astro trainers
- \* Coolmax Sports Socks

### **Optional Extras**

- \* Aptus leggings with Matravers logo / jogging bottoms with Matravers logo
  - \* Skort with Matravers logo
- Towel

### **Other Information**

No jewellery  
Hair tied back

## **Dance Uniform**

T-Shirt as per PE  
Shorts as per PE  
Optional— Matravers logo leggings or jogging bottoms  
Bare feet  
Hair tied back  
No jewellery

We ask parents and carers to support all decisions by school staff regarding uniform and uniform infringements. If further clarification is required we ask parents to contact us in advance for clarification. Should a student display incorrect uniform we may expect it to be resolved. Failure to resolve may result in students being isolated from Mainstream education. Incorrect uniform may result in a student being sent home to correct it or being isolated from lessons.

### **14. Equipment**

It is important that your child has certain items of equipment with them for every lesson e.g. pens, pencil, ruler, eraser, calculator etc.

It is your responsibility, as parents, to ensure that your child has the correct equipment with them every day. Students should have a large, strong bag which will hold their books, PE kit and essential equipment. We do not recommend “fashion bags” or “hand-bags” style bags for school. All students should have a bag with them every day.

## 15. Anti-Bullying (including Cyber Bullying)

# MATRAVERS SCHOOL

## Anti-Bullying Policy

### 1. Position and values

This policy will help staff to achieve the vision of the school. This will ensure that the school provides an environment where every child can feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well-being
- able to make a positive contribution.

To protect the rights of all children to have a safe and secure learning environment Matravers School will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. If such a case arises, the staff at Matravers School will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
- Keep all other children safe, happy and confident

### 2. Clarification of terms

#### Definition of bullying

A bully is defined as someone who deliberately sets out to hurt another person on more than one occasion. All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy. Matravers School has adopted the terminology derived from the NSPCC where bullying is an act carried out "Several times on purpose".

#### Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more

aggressively than they might face-to-face. It is the responsibility of the parent/guardian to monitor all online behaviour, including the use of smartphone applications, and take appropriate action. Please see our Behaviour policy (section ) for more information on our position regarding mobile phones.

### **Types of bullying**

- **Physical:** Deliberately hurting particular children on a regular basis
- **Verbal:** Deliberately hurting feelings through name-calling etc.
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them

**Types of cyber-bullying:** The list below includes examples of cyber-bullying, it is not exhaustive.

- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

### **Actions NOT considered to be bullying**

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Making other pupils play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

### **Reasons for bullying**

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool

- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

### **The effects of bullying**

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

### **3. Roles and responsibilities**

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Additionally Matravers School have developed this anti-bullying policy a copy of which is available from the school office and on the school website for parents, staff and pupils to access when and as they wish.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the Headteacher or

staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.

### **The role of governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the chair of governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Headteacher will report to the governing body about the effectiveness of the anti-bullying policy on request.

It is the Headteacher who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Headteacher will draw the attention of children to this fact at suitable moments. For example, the Headteacher may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The Headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of the staff**

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide a member of Senior Management with a copy in order that he/she can decide on an action. All cases are individual and various strategies will be employed by the Headteacher to address the issue.

Teachers and support staff will do all they can to support a child who is being bullied.

### **Bullying in the workplace**

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The Headteacher, with the support of the governing body, will deal with this; formal action will be

taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the Headteacher being involved in such incidents, reports will be given to the chair of governors who will also take formal action where necessary.

### **The role of parents/carers**

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's Tutor immediately in a calm manner. If they are not satisfied with the action taken they should contact the Progress Leader. If they remain dissatisfied, they should follow the school complaints procedure. Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

### **The role of pupils**

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught a number of strategies to help them with this.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

## **4. Cyber bullying**

Matravers School has a separate policy related to e-safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The ICT code of conduct is displayed prominently in ICT classrooms and is explained and discussed with pupils in assemblies, and IT classes. Under no circumstances are pupils in KS3 and KS4 allowed to use a mobile phone throughout the school day. KS5 students are given consent to use their mobile devices in study areas, should any misuse be report or discovered then individuals will be sanctioned accordingly.

## **5. Reporting, sanctions and monitoring**

### **How to report bullying**

1. A Student Statement form can be collected from the school reception.
2. All the relevant information must be completed on the form, submitted via a member of staff.
3. The member of SMT that oversees pastoral procedures has overall day-to-day responsibility for dealing with reported incidents and will forward details to the relevant member of staff to investigate.

Alternatively any member of staff can be approached to report incidents of bullying, and they in turn will report to the appropriate member of SMT.

### **Procedures**

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. The appropriate member of SMT must be informed immediately
3. A clear account of the incident will be recorded in writing either by the victim or the member of staff

recording the victim's verbal statement

4. A designated member of staff will interview all concerned and will record the incident on the school's bullying log.
5. Parents will be kept informed by the member of staff dealing with the allegation.
6. Subject teachers will be kept informed and asked to monitor the situation
7. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, fixed term and in the event of persistent bullying, permanent exclusion. Where appropriate the school may inform the police.
8. There will be a termly audit and analysis of incident logs and interventions to continually improve practice.

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

#### **Monitoring, evaluation and review**

1. Governors, the Headteacher and relevant staff will review this policy biannually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. An approved DFES pupil questionnaire will be offered to students at parent's evenings. The resulting data will be considered in the annual policy review and reported to governors.
3. A record of all any incidents will be kept both centrally and logged on SIMS.
4. The numbers of incidents will be reported to governors annually or provided to them at any time on request
5. Bullying data will be analysed to reflect and re-design further strategies to improve procedures

#### **6. Strategies to reduce bullying**

Matravers School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others
- the reinforcement of the clear message that violence has no place at Matravers School
- consultation with the 'Student Voice' on appropriate action
- take part in initiatives such as Anti-Bullying Week
- training for all members of staff on anti-bullying policy and strategy
- the supervision by school staff of all accessible areas at lunch times and breaks

- sixth form Peer Mentors for KS3 and KS4 pupils
- providing information to all parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied
- a clear policy of mobile phones not permitted to be in use during school hours or on school site.
- the celebration of all student's backgrounds and cultures through assemblies
- during assemblies and PHSE learning sessions discuss and explore bullying issues with the children
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headteacher. Action will be taken and recorded
- effective recording systems
- work with multi-agency teams including police and children's services as appropriate
- contact the parents of both the child being bullied and the bully
- challenge sexual content within verbal abuse, especially challenging homophobic or other prejudice language.

### **Useful websites**

[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
[www.childline.org.uk](http://www.childline.org.uk)  
[www.kidscape.org.uk](http://www.kidscape.org.uk)  
[www.each.education](http://www.each.education)  
[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.youngstonewall.org.uk](http://www.youngstonewall.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)  
[www.stoptextbully.com](http://www.stoptextbully.com)  
[www.beyondbullying.com](http://www.beyondbullying.com)  
[www.childnet-int.org](http://www.childnet-int.org)  
[www.cyberbullying.org](http://www.cyberbullying.org)  
[www.chatdanger.com](http://www.chatdanger.com)  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

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## **16. Harassment and Prejudice Acts**

Harassment may be defined as any hostile or offensive act or expression by a person against another person who interferes with the peace and security of that person, makes them fear for their safety, or reduces their quality of life.

Implicit in our ethos as a School is the fact that we believe we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. The ethos of the School therefore fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and will not be tolerated.

Harassment may present itself in the following ways:

- Physical assault because of race, colour, culture, gender, sexual orientation or religion
- Derogatory name-calling, insults and jokes
- Offensive graffiti
- Provocative behaviour such as the wearing of racist badges or insignia
- Bringing offensive materials such as leaflets, comics, magazines into the School
- Verbal abuse and threats
- Incitement of others to behave in an offensive way
- Attempts to recruit other students to certain organisations and groups
- Ridicule of an individual for cultural differences, e.g. food, music, dress, etc.
- Refusal to co-operate with other students because of race, colour, culture, gender, sexual orientation or religion
- Taking or sending photos or video which may cause distress
- Any of the above via on-line activities, this includes if the perpetrator uses an alias/fake account.

Matravers will ensure that harassment is dealt with through education, challenge and sanction where appropriate.

## **17. Drug Education and Management of Drug Related Incidents**

All incidents will be responded to individually, taking into account all aspects of the situation. These include the age, background, physical and mental health of the young person, those involved, the drug involved, the risks, whether School rules were broken, and whether the activity was illegal. Having considered these aspects, decisions will then be made regarding whether to involve the parents or the police and whether the matter will be dealt with confidentially or not.

The School has no legal right to break confidentiality without the Student's permission unless there are issues of child protection, terrorism, illegal activity, or breach of School rules.

Possession or supply of drugs on School property is a clear example of illegal activity and breach of School rules in which case confidentiality may be broken.

The Headteacher will make the final decision of how to respond to drug-related incidents. The school reserves the right to undertake drug test on students who are believed to be under the influence of drugs. Failure to comply with this will be taken into consideration when making decisions on sanctions. The decision to permanently exclude any Student who is in possession or is implicated in the concealment of illegal substances on the School site is most likely, though the Headteacher maintains the right to make the final decision.

Where the decision is taken that neither parents nor police will be involved, the student will be encouraged to speak to his/her parents.

## **18. Smoking and Alcohol**

Students are not permitted to smoke on the premises or on any School trip. They are not permitted to smoke in school uniform in public, as they are representing Matravets School when they wear their uniform.

Students found smoking or believed to be smoking, because of the situation in which they are found, will be given an appropriate sanction and their parents will be informed. Persistent offenders will be referred to external agencies, as appropriate. Should a teacher be suspicious that a student has been smoking or drinking alcohol or be found to be smoking or drinking alcohol, the Progress Leader and Senior Management Team will be notified and may carry out a search.

## **19. Supporting Students Whose Behaviour Needs To Improve**

At Matravets we believe the most effective way of managing behaviour is to praise and reward good behaviour.

Where Students are having difficulty conforming to the expected standards of behaviour in the School, various strategies may be employed to help them to improve.

The use of the Daily Report Form, of varying types, although listed as a sanction, serves the dual purpose of enabling the monitoring form tutor and Progress Leader to keep a check on behaviour and of giving the student an instant feedback on satisfactory aspects of behaviour. This is particularly effective because it is taken home for parental signature. Many Students actually enjoy being 'on report' and ask to be put on report when they feel their behaviour is slipping.

For those Students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or of dropping out of the School altogether due to disaffection, a Pastoral Support Programme (PSP) or Behaviour Support Plan (BSP). The PSP will be organised which will involve external services. The BSP will follow the format and principles of the PSP but will not involve external agency input.

## **20. The Pastoral Support Programme**

The Pastoral Support Programme will identify precise and realistic behavioural outcomes for the Student to achieve.

It will be agreed with parents as a result of a meeting with them to which an external agency will be invited.

This meeting will consider the causes for concern and the steps suggested improving the situation. Agencies such as Educational Welfare, the Educational Psychological Service, Social Services, Housing and voluntary organisations should be involved as appropriate.

In drawing up the plan the School will, in discussion with others:

- consider offering specialist support and counselling;
- overview any learning difficulties and put in place a remedial programme where necessary;
- consider changes of sets or class;
- consider a placement for a period of time in Alternative Provision;
- consider dis-applying the National Curriculum;
- consider with agreement of the student's parents and the LA a managed move to another School;
- consider a temporary reduction in contact hours.

The programme should have an automatic time limit, be monitored monthly and should be reviewed at least half way through its duration.

Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- be reduced or removed;
- may be continued for a further period with or without amendments;
- or where there has been no improvement at all there may be a permanent exclusion.

## 21. Evaluation

The success of this policy may be evaluated through:

- Identification of baseline statistics (e.g. number of exclusions, duty calls, detentions, letters home, etc.; attendance figures, reports and profiles; credits, merits and commendations);
- Surveys of parents and/or students and/or staff;
- Inspection by external agencies such as OFSTED;
- Monitoring through Governor Committees reflecting its impact on outcomes.

<b>Issued / last updated:</b>	July 2018
<b>Adopted by Governors:</b>	17 July 2018
<b>Reviewed by:</b>	FGB
<b>Review interval:</b>	Annually

**Matravers School**  
**Home School Agreement 2018-2019**

<b>Matravers Educational Responsibilities</b>	<b>Parental/Carers Responsibilities</b>	<b>Student Responsibilities</b>
<p>We acknowledge our responsibility to support parents in their task of nurturing their children towards becoming responsible members of the wider community.</p> <p>Therefore Matravers School will:</p> <ul style="list-style-type: none"> <li>• Provide a friendly welcome to your child and a secure, stimulating, moral environment in which to learn;</li> <li>• Ensure that your child is valued for who she/he is and helped to make good progress in their spiritual, moral, emotional and academic development;</li> <li>• Treat your child with the dignity and respect they require;</li> <li>• Do our utmost to provide the best possible education we can for your child, through enthusiastic teaching, which is rooted in our beliefs, our values and our skills;</li> <li>• Ensure that the education provided for your child is tailored as best as possible by using good assessment recording and tracking strategies;</li> <li>• Provide you with information about your child's progress and provide you with opportunities to talk to teachers;</li> <li>• Keep you well informed about School policies and activities through regular letters and newsletters;</li> <li>• Set, mark and monitor homework suitable to your child's needs;</li> <li>• Contact you if there is a problem with your child's attendance or punctuality;</li> <li>• Inform you of any concerns regarding your child's behaviour, work or health;</li> <li>• Challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do.</li> </ul> <div style="text-align: center; margin-top: 20px;">               Signed: _____              (For and on behalf of the Governing Body)         </div> <div style="margin-top: 20px;">             Date: 14<sup>th</sup> June 2016         </div>	<p>As parents/carers, we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at Matravers School.</p> <p>Therefore I/We will:</p> <ul style="list-style-type: none"> <li>• Ensure that my child attends School every day, on time, in correct school uniform and suitably equipped;</li> <li>• Ensure that family holidays are taken outside of term time, otherwise sanctions may be imposed;</li> <li>• Inform School of any concerns regarding my child's learning or welfare;</li> <li>• Use the Complaints Procedure, which may be found on the Policies page of the school website, for any complaints relating to the school;</li> <li>• Refrain from using social networking sites to discuss sensitive issues or complaints relating to the school.;</li> <li>• Support the values of the School community and encourage my child to do his/her best;</li> <li>• Give my child opportunities for home learning and support my child in the completion of homework. Check my child's planner on a regular basis and sign my child's planner on a weekly basis;</li> <li>• Ensure that my child attends extension classes as timetabled, and support my child's attendance at catch up detentions or programmes, should my child miss a class;</li> <li>• Support all School initiatives which enable my child to reach their full potential, including revision classes and extra-curricular classes and ensure that my child is available for revision and catch up sessions;</li> <li>• Support School policies and guidelines for behaviour including all detentions;</li> <li>• Attend all parents' evenings and meetings about my child, as deemed necessary;</li> <li>• Support the governors in their responsibilities for maintaining the School buildings in good repair, by requiring my child to respect the premises and refrain from damaging buildings or equipment</li> <li>• Provide a positive role model for success through not accepting any excuses from my child in relation to all aspects of schooling; for instance, attending school;</li> <li>• Support School policy which states that students should always adopt a courteous and respectful manner towards staff and others; this includes my child behaving in an appropriate manner that upholds the School's code of conduct on the way to and from School.</li> </ul> <div style="margin-top: 20px;">             Name (please print):.....              Signed:.....(Parent/Carer)              Date:.....         </div>	<p>I acknowledge the different and unique talents and abilities which I have been given and my responsibility to use them wisely.</p> <p>Therefore I will:</p> <ul style="list-style-type: none"> <li>• Attend school regularly and on time;</li> <li>• Wear the School uniform smartly and correctly and bring all the equipment I need every day;</li> <li>• Take care of all School equipment;</li> <li>• Help keep our School free from litter and respect the school environment and property;</li> <li>• Share my feelings honestly and politely and show consideration for others in the School;</li> <li>• Behave sensibly so that we can be happy and safe as we learn;</li> <li>• Follow instructions given by a member of staff; attend detentions if set;</li> <li>• Try to think for myself and take responsibility for my actions;</li> <li>• Attend all extension classes, revision classes and extra-curricular classes as timetabled or deemed necessary;</li> <li>• Take part in extra-curricular activities as appropriate, to help me fully enjoy what the school has to offer;</li> <li>• Do all my class work and homework to the best of my ability;</li> <li>• Keep my planner up to date by entering all homework and any other information that is necessary, and by signing it every week. It is my responsibility to ensure my planner is signed by my parent/s or carer/s;</li> <li>• Observe all School rules and treat everyone with respect;</li> <li>• Not use a mobile phone on school site at any time;</li> <li>• Never bring any banned items on to the School site.</li> </ul> <div style="margin-top: 20px;">             Name (please print):.....              Signed:.....(Student)              Date:.....         </div>

# Matravers School

## 6<sup>th</sup> Form Learning Contract

*Students choosing to be part of Matravers 6<sup>th</sup> Form are undertaking a serious commitment and doing so constitutes a statement of intent between the student and the school.*

Matravers School 6<sup>th</sup> Form will undertake to:

- offer a programme of courses to be delivered by professional teachers, using appropriate facilities and resources
- provide a safe and stimulating environment for learning
- monitor academic progress, including setting targets for improvement with subject staff and providing additional support when necessary
- keep students informed of their progress through informal feedback, formal homework and controlled assessment, reports and parents evenings
- maintain high standards of conduct, based on principles of respect
- offer a variety of enrichment activities and experiences beyond and in addition to academic study
- offer opportunities to take responsibility and to develop qualities of leadership
- provide advice and assistance to help in the planning of higher education and future careers.

Students at Matravers 6<sup>th</sup> Form will undertake to:

- attend school regularly and arrive on time (a target of 95% attendance is set, students who fall below 90% attendance, including in a specific subject, may risk not being entered for their exams in one or more subjects)
- abide by the school rules fully and respect members of staff who are required to enforce them
- complete all work by required deadlines
- behave with respect, both for their peers and members of staff
- act as responsible role models for younger students with regards to appearance, conduct and their engagement with their studies
- participate as fully as possible in school activities
- abide by the driving and parking restrictions on site and in the local area
- agree not to smoke on site or in close proximity of the entire school site
- agree not to bring any dangerous or illegal substances or items onto the school site
- accept that they may be asked to leave Matravers 6<sup>th</sup> Form if the above conditions are not met.

Student Name (print): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent / Carer Name (print): \_\_\_\_\_

Parent / Carer Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Student Code of Conduct

## **I must.....**

- Be polite to my fellow pupils, all staff and any visitor to the School;
- Be sensible around the School and not shout or run in the corridors: I should follow entry and exit instructions into buildings. All staff and visitors should be treated with respect and pupils should stand back for adults at doorways, holding the door open if possible;
- Take great care not to interfere with other people's property and always treat it with respect;
- Be punctual and only be absent for a genuine reason and bring a note on my return to School;
- Bring my Planner and other essential equipment to School every day;
- Dress tidily in my School uniform; never wear trainers other than for PE. Jewelry regulations must be followed;
- Not stop to visit the toilets, unless it is an emergency, nor go to see any other teacher without prior permission;
- Do my classwork and homework as well as I possibly can;
- Obey all members of staff without argument. If I feel I have been unfairly treated then I should either speak to the teacher or someone else at a convenient time;
- Leave the room in a tidy state placing chairs under the desks as requested;
- respect the buildings and School grounds by always using litter bins, remembering that graffiti is forbidden and by only eating and drinking in the appropriate places;
- Arrive punctually at my lessons;
- Only consume food and drink at break and lunch times and behave in an orderly manner whilst waiting and eating;
- Not consume food or drink in the building other than in the designated eating areas;
- Arrive on time for the start of any extracurricular or after school lessons;
- Have respect for the School's neighbours and try to be helpful and considerate in the local community.

**The following items are strictly prohibited from being visible at any time in School. These items will be confiscated. The items will not be returned to students but made available, at an agreed to time, for collection by parents/ carers:**

- **Mobile phones**
- **Chewing gum**
- **MP3 players/Music players**

# Student Daily Expectations

## Before the start of the School day:

- Students may work in an area on condition that a member of staff is present;
- Students are expected to wait outside if cleaners are still working in the room;
- There should be no "playing" inside the building. Those who wish to run around should be in the playground.

## When the bell sounds for morning registration:

- All Students should ensure that they are appropriately dressed i.e. if, for example they had been involved in a game and were wearing trainers then these should be changed **quickly** for shoes;
- All Students should enter the building, directly, and make their way to their Tutor Room or Assembly where they will be greeted by their form tutor.

## In the Tutor room:

- Students should stand silently when they enter behind their chairs;
- Students should sit in their places preparing for the day by putting out on the desk, their planner, pencil case and reading book;
- Students should read silently unless there is another activity in progress;
- The room should be left in good order ready for the next class.

## At lesson change:

- Students should move quickly and quietly between lessons;
- Students must follow the one way system where it operates to ensure swift and safe movement between classrooms;
- They should not stop to visit the toilets, (unless it is an emergency), nor should they go to see any other teacher without prior permission.

## At the start of lessons:

- Students should arrive punctually;
- Students should ensure they take the right equipment and books to lessons;
- Students should enter the teaching room in a quiet and orderly manner and stand quietly behind their desks;
- Books and equipment should be got out immediately ready for the lesson to begin;
- Planners should be placed visibly on desks;
- Bags should be placed on the floor under or beside the desk or chair.

## During lessons:

- Students should not speak when the teacher is speaking to the whole class;
- Students should listen carefully and follow instructions;
- Students should concentrate fully and do their best at all times;
- Students should not disrupt the lesson in any way;
- Students should enter all homework into their planners;
- Students should stand if an adult visitor enters.

## At the end of lessons:

- Students should not start clearing away until instructed to do so;
- Students should make sure the room is clean and tidy before leaving;
- Chairs should be put back, at the end of the day;
- Students should not leave until dismissed;
- Students should go quickly, quietly and directly to the next lesson.

## At lunch time:

- Students should not drink or eat lunch in their classrooms unless permission has been given and an adult is present;
- Students should behave in a mannerly way whilst waiting and whilst eating;
- All food should be consumed in identified specified areas;
- Students should clean their table when finished.

## At the end of the lunch break:

- Students should promptly arrive for registration and follow the same procedure as for morning registration.

## At the end of the last lesson of the day:

- Students should be aware of their after school timetable of extension lessons or extracurricular activities and go quickly to these if necessary.