

# PLATANOS COLLEGE

## **Statement of Intent**

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm.

This is the responsibility of every adult employed by, or invited to deliver services at, Platanos College. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.



## **DISCIPLINE & BEHAVIOUR POLICY**

**2017 – 2018**

# INTRODUCTION

- The Governing Body under the Education and Inspections Act 2006 has a statutory duty to review the written Statement of General Principles to promote good behaviour.
- The Policy incorporates the Education Inspection Act of 2006 and related legislation.
- The Full Governing Body must agree that Statement of Principles. These responsibilities cannot be delegated.
- The Governing Body must consult the staff in the school, parents, carers and indeed pupils on the Principles of the Behaviour Policy.
- The Governing Body have taken account of the need to have regard for equality of opportunity, elimination of disability discrimination, promote positive attitudes regardless of disability and encourage participation.
- The Equality and Diversity Policy and published Public Sector Equality Duty shows how we intend to fulfil this general equality duty.
- In drawing up the principles, implementation strategy and formal review of this Policy, the Governing Body have included their specific duties under various equalities legislation to monitor and assess the impact of their policies on pupils by racial group and gender.
- The Governing Body have taken regard of the health and welfare of pupils and staff and the duty of care for them.
- The Policy provides a consistent and systematic framework for staff, pupils and parents.
- The Policy is fair and complies with equality legislation.
- Vulnerable pupils are covered by the Policy and will receive behavioural support according to their needs.
- The Policy rests on the assumption that self-discipline is important and that good behaviour can be learnt as well as taught.
- Good behaviour has to be modelled by all adults if it is to be effectively learnt and taught and the modelling of good behaviour forms a key part of the Policy.
- Assemblies, tutor periods, pastoral care of pupils and cross-curricular activity, all play a central part in establishing a positive ethos across the school.
- The Policy rests on the belief that consistency is important in supporting pupils in classrooms, departments, year groups and key stages.

- Where mis-demeanour takes place, follow up is vitally important and a key ingredient within the Policy.
- Mutual respect reverberates throughout the Policy.
- There is a healthy balance between Rewards and Sanctions within the Policy.
- Pupils play a central part in the Policy and are expected to take greater responsibility for their actions.
- It is a Policy and also a working guide for all.
- The Policy is not an end in itself and there are clear plans to monitor its implementation. For example, the school will develop models for managing behaviour as part of its Personal, Social and Health Education (PSHE) and Portfolio for Life (PFL) programmes.
- It ensures that our positive ethos and belief that ‘Attitude Determines Altitude’ remains at the centre of our school.

# **MISSION STATEMENT**

## **ATTITUDE DETERMINES ALTITUDE**

## **EVERYBODY CAN BE SOMEBODY**

Our Mission Statement drives our commitment and passion on a day-to-day basis. Members of staff are expected to support, praise and respect pupils in order to motivate them to do well.

- Platanos College exists for its pupils. We work for the benefit of the pupils in our care.
- We have an unshakeable belief that we can make a difference.
- We believe that every pupil can succeed and challenge pupils to achieve their full potential.
- We celebrate success and encourage pupils to take part in and enjoy learning and life.
- We are proud of the cultural diversity in our school and encourage tolerance and respect for each individual.

# **STATEMENT OF GENERAL PRINCIPLES**

## **THE SCHOOL**

### **THE RIGHTS OF THE SCHOOL**

1. The school, Platanos College, has the statutory power (i.e. the legal power) to discipline pupils.  
  
Pupils and parent(s)/carer(s) need to respect this right (Education and Inspection Act 2006).
2. It follows from the above that the school also has a right to enforce the School Behaviour Policy including the rules and disciplinary measures.
3. Pupils, parent(s)/carer(s) are expected to co-operate with the school in order to maintain order and good discipline for learning.
4. The school expects pupils to respect the rights of others in this school (other pupils and adults).
5. The school has the right to ensure that violence, threatening or abusive behaviour by pupils or parents is not tolerated in any shape or form. The school has the right to punish pupils whose behaviour is unacceptable and the right to ban parents who cause a nuisance or disturbance on the school premises. If necessary, the school will prosecute.
6. Action will be taken against those pupils who harass or denigrate teachers or other school staff, on or off the premises. The school will involve external agencies including the police as appropriate.

### **THE RESPONSIBILITIES OF THE SCHOOL**

1. Consult the whole school community about the Principles of the school Discipline and Behaviour Policy and Procedures.
2. Set up and communicate clear measures to ensure order, respect and discipline.
3. Ensure that the school Behaviour Policy does not discriminate against any pupil on grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.
4. Ensure that support staff play a role in helping teachers to manage behaviour as part of the National Agreement on Raising Standards and Tackling Workload and Workforce Remodelling Agenda.

5. Ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
6. Reward, support and praise as appropriate pupils' good behaviour.
7. To make alternative provision from day 6 for fixed-term excluded pupils and where appropriate to arrange re-integration interviews for parents at the end of a fixed-term exclusion.
8. To protect the safety and well-being of staff and pupils through reasonable measures including all forms of bullying. The school has a further responsibility to deal effectively with reports and complaints about bullying.
9. To ensure that staff model good behaviour and do not denigrate pupils or colleagues.
10. To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.
11. To keep parents informed about their child's behaviour – good as well as bad – use appropriate methods to engage parent(s)/carer(s) and where necessary support them in meeting their parental rights.
12. To work with other agencies to promote community cohesion and safety.

# **STATEMENT OF GENERAL PRINCIPLES**

## **THE PUPILS**

### **RIGHTS OF THE PUPILS**

1. To be consulted about the school Discipline and Behaviour Policy, therefore contributing to its development.
2. To be taught in safe environments, conducive to learning and free from disruption.
3. To expect appropriate action from the school to tackle incidents of violence, threatening behaviour, abuse, discrimination or harassment.
4. To appeal to the Headteacher, the Governors and beyond that to the Secretary of State for Education if they believe the school has exercised its disciplinary authority unreasonably.

### **AT THE SAME TIME THERE ARE RESPONSIBILITIES FOR PUPILS**

1. To follow reasonable instructions given by school staff, obey the school rules and accept sanctions in an appropriate way.
2. You must act as a positive ambassador when you are outside the school premises. The school rules apply to pupils when they are off-site.
3. To ensure that inappropriate items or unlawful items are not brought on to the school site (e.g. fireworks, replica knives etc.).
4. To show respect to school staff, other pupils, school property and the school environment.
5. Under no circumstances should pupils denigrate, harm or bully other pupils or staff.
6. To co-operate with and abide by any arrangements put in place to support behaviour such as Pastoral Support Programmes (PSPs) and Contracts.

# **STATEMENT OF GENERAL PRINCIPLES**

## **THE PARENT(S)/CARER(S)**

### **THE RIGHTS OF THE PARENT(S)/CARER(S)**

1. To contribute to the development of the school Behaviour Policy.
2. To be kept informed about their child's progress, including issues relating to their behaviour.
3. To expect their children to be safe, secure and respected in school.
4. To have any Complaint they make about their child being bullied taken seriously by the school, investigated and resolved as necessary.
5. To appeal to the Headteacher or the Governors and if they believe the school has exercised its disciplinary authority unreasonably.
6. To appeal against a decision to exclude their child, first to the Governing Body of the school and then in the case of permanent exclusion to an independent Review Panel.

### **AT THE SAME TIME THERE ARE RESPONSIBILITIES FOR PARENTS/CARERS**

1. To respect the school's Behaviour Policy and the disciplinary authority of the school staff.
2. To help ensure that their child follows reasonable instructions by school staff and adheres to the school rules.
3. To send their child to school each day punctually, suitably clothed, fed, rested and equipped and ready to learn.
4. To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.
5. To be prepared to work with the school to support their child's positive behaviour.
6. To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour.
7. To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.
8. If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of the exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed-term exclusion.

**HOME SCHOOL  
AGREEMENT**



# HOME SCHOOL AGREEMENT PLATANOS COLLEGE

## 1. INTRODUCTION

Platanos College is an Academy which sets out to achieve for its pupils the highest standards of which they are capable. We have an unshakeable belief that we can make a difference.

Our motto is 'Attitude Determines Altitude' which drives and shapes our commitment to every pupil in the school.

## 2. THE SCHOOL WILL

- Provide a broad and balanced education to the highest standard for each pupil. It will ensure that each pupil follows an appropriate pathway to meet his or her aspirations and potential. To this end we publish academic targets for each pupil so that pupils and parents can see what is expected of the school.
- Plan, set and monitor classwork and homework. Homework will be set and marked according to the published timetable.
- Provide regular work reports on each pupil's performance and hold annual parents' evenings at which this progress can be discussed.
- Contact parents if there are concerns about a pupil's work, behaviour, attendance or punctuality.
- Keep parents informed about what is happening in the school through regular Newsletters and Achievement Magazines.
- Respond to parents written Complaints in line with the Complaints Procedure.
- Exercise its statutory power to discipline pupils in line with its Discipline and Behaviour Policy, which includes the right to punish pupils for poor or unacceptable behaviour.
- Reward pupils for good behaviour and promote good behaviour.

## 3. THE PARENT(S)/CARER(S) WILL

- See that their child attends school regularly, on time, in proper school uniform and properly equipped as outlined in the School Rules and Code of Conduct for pupils.
- See that their child has had sufficient sleep and that their child has had a proper breakfast before leaving for school in the morning.
- Support the School Rules and the Code of Conduct for pupils.
- See that their child undertakes the homework set and sign the pupil planner each week.
- Attend meetings to discuss their child's work or behaviour when requested at a mutually suitable time, including Parents Evenings.
- Inform the school between 8.15 am and 9.00 am if their child is unable to attend school because of illness.

- Inform the school of any special educational needs or other personal factors which may result in their child displaying behaviours outside of the ‘norm’ or usual pattern.
- Adhere to the terms of any parenting contract or order relating to their child’s behaviour.
- If their child is excluded from the school, ensure that their child is not found in a public place during school hours in the first five days of the exclusion and, if invited, to attend a re-integration interview with the school at the end of a fixed-term exclusion.
- Ensure that disputes with other members of the school community are properly discussed and resolved. The school will not hesitate to involve the police if parents take the law into their own hands to resolve problems in an illegal and unacceptable manner.
- Request leave of absence according to the law when it is completely unavoidable, requesting sudden leave of absence at least two weeks in advance in writing.

#### **4. PUPILS WILL**

(A COPY OF THE SCHOOL RULES AND CODE OF CONDUCT FOR PUPILS IS ATTACHED TO THIS AGREEMENT AND WILL BE READ OUT AS PART OF THE INTERVIEW PROCESS)

- Attend school regularly and on time by 8:40am on every school day.
- Come to school with all the equipment they need.
- Wear the full school uniform.
- Observe the School Rules and Code of Conduct for pupils.
- Work to the best of their ability, both in school and when doing homework and hand in all homework on time.
- Co-operate at all times with teachers and other members of the Academy staff.
- Be polite and helpful to others.
- Respect the school building and furniture and the property of others.
- Adopt a positive attitude towards and fully participate in the life of the school.
- Abide by all school policies and procedures.
- Attend catch up lessons if advised by a member of the teaching staff.
- Participate in all whole-school activities and events where required by the school. This is compulsory. This includes activities related to national and international events (such as Remembrance Day and similar events that may have reference to the UK and the Queen), which forms a statutory part of pupils’ development and understanding of SMSC (spiritual, moral, social and cultural) and British values.

Pupil’s name: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Signed by pupil

\_\_\_\_\_  
Signed by parent/carer

\_\_\_\_\_  
Signed by school

**DISCIPLINE AND BEHAVIOUR  
POLICY AND SYSTEMS**

## **THE POWER OF DISCIPLINE**

- The Education and Inspections Act 2006 for the first time included the statutory power of schools (teachers and other staff in charge of children) to discipline pupils for the breaking of school rules, failure to follow instructions or other unacceptable behaviour.
- At Platanos College the power to discipline applies to teachers and support staff within the school.
- This clear, statutory authority to punish pupils whose behaviour is unacceptable, who break the school rules or who fail to follow instructions is very important. For the first time pupils and/or parents cannot tell teachers or support staff that they do not have the right to discipline.
- At Platanos College we have decided to extend the power to discipline to any other adult who has lawful control or charge of pupils, e.g. parent(s)/carer(s) who voluntarily supervise an event such as a football match or a school trip. At the same time, it should be noted that this power to discipline cannot at any time be given to Prefects, Head Boys/Girls or any pupils in the school. The latter are vital in upholding the Behaviour Policy but they cannot at any time impose sanctions.
- The Policy applies to all pupils on the school site and also to misbehaviour by pupils outside the school premises when pupils are not in the lawful control or charge of a member of staff.
- Under section 89(5) of the Education and Inspections Act 2006, the school is able, by specific statutory power, to regulate pupils' behaviour when they are not on the premises of the school and not under the lawful control or charge of a member of staff.
- The disciplinary penalties in the Policy are reasonable and consistent with the Human Rights, Race and other Equalities, SEN and other Disability legislation.

### **Pupils' conduct outside the school premises**

- Under section 89(5) of the Education and Inspections Act 2006, the school is able, by specific statutory power, to regulate pupils' behaviour when they are not on the premises of the school and not under the lawful control or charge of a member of staff.

When deciding appropriate action the school will take account of the following factors:

- a) The type of misbehaviour and the extent of this misbehaviour.
- b) The extent to which the misbehaviour affected the reputation of the school.
- c) Whether the pupil(s) involved were at the time of the incident wearing school uniform or could be identified as members of the school.
- d) Whether the misbehaviour in question would affect the orderly running of the school or threaten another pupil(s) or member(s) of staff (for example bullying another pupil).

## **SCHOOL SECURITY USE OF CCTV CAMERAS (CLASSWATCH)**

The Governors regard school security as paramount.

The protection of all within the school community ensures that there is good order and effective learning.

- Cameras are positioned in most classrooms, corridors, stairwells and around the school.
- There is no automatic right on the part of pupils, staff or parents/carers to demand CCTV recordings. The Headteacher determines how images are used in the day-to-day life of the school.
- In extreme cases, we will hand CCTV images to the police as part of a criminal investigation.

## **USE OF REASONABLE FORCE**

Platanos College is committed to safeguarding the welfare of its pupils and staff. The School recognises that, in order to protect its pupils from harm and provide a safe environment for its pupils, it may be necessary at times for staff to use reasonable force. This is in line with the guidance published by the DfE on “Use of reasonable force” and the Education and Inspections Act 2006.

Members of staff at Platanos College have a legal power to use reasonable force in order to protect pupils and staff from injury and to safeguard their well-being.

### **WHAT IS REASONABLE FORCE?**

- ‘Reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil 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.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 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 pupil.

### **WHO CAN USE REASONABLE FORCE?**

- All members of 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 pupils such as unpaid volunteers or parents/carers accompanying students on a school organised visit.

### **WHEN CAN REASONABLE FORCE BE USED?**

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) Staff can use reasonable force whenever they are on the school premises and in charge of pupils and on other occasions when they have lawful control of pupils on behalf of the school, such as on school trips or other out-of-school activities.

- 3) Force is used for two main purposes – to control pupils or to restrain them.
- 4) 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. It is the duty of the staff member to take into account pupils with disabilities and SEN.
- 5) The School does not require parental consent for the use of reasonable force.
- 6) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- prevent a pupil from injuring themselves or others;
- restrain a pupil at risk of harming themselves through physical outbursts;
- prevent a pupil from committing a criminal offence (or what would be a criminal offence if the pupil was not under the age of criminal responsibility);
- prevent a pupil from causing damage to property, including their own.

Staff cannot:

- use force as a punishment – **it is always unlawful to use force as a punishment.**

Reasonable force should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and at the same time allowing the pupil to regain self-control.

It is not possible to define every circumstance in which reasonable force would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's Discipline and Behaviour Policy, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of pupils during the school day, or during other supervised activities, they are acting in *loco parentis* and should therefore take reasonable action to ensure pupils' safety and well-being.

## **ALTERNATIVE STRATEGIES**

There may be some situations in which the need for reasonable force is immediate and there are no equally effective alternatives (e.g. if a pupil is about to run across a road). However, in some circumstances, there may be alternatives such as:

- Use of assertiveness skills such as the *broken record* in which an instruction is repeated until the pupil complies.
- Use of a distracter, such as a loud whistle to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective.
- Withdrawal of attention (audience) e.g. if an action such as damage to property is threatened.
- Other techniques designed to defuse the situation, such as the avoidance of confrontation or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high).

## **HOW TO APPLY REASONABLE FORCE**

If reasonable force is necessary:

### **DO**

- Tell the pupil what you are doing and why.
- Use the minimum force necessary.
- Involve another member of staff if possible.
- Tell the pupil what s/he must do for you to remove the restraint/force (this may need frequent repetition).
- Use simple and clear language.
- Hold limbs above a major joint if possible e.g. above the elbow.
- Relax your restraint in response to the pupil's compliance.

### **DO NOT**

- Act in temper (involve another staff member if you have lost control of your emotions).
- Involve other pupils in the restraint.
- Touch or hold the pupil in sexual areas.
- Twist or force limbs back against a joint.
- Bend fingers or pull hair.
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck.
- Slap, punch or kick.

## **USING FORCE**

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. These will not be used by the School. The techniques are:

- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the ‘double basket-hold’ which involves holding a person’s arms across their chest; and
- the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

## **POWER TO SEARCH PUPILS WITHOUT CONSENT**

In addition to the general power to use reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

## **RECORDS**

A record of any incidents where force is used is kept up-to-date by a senior member of staff. Pastoral Managers and senior staff should be informed of any incident as soon as possible. Staff members should write an account of an incident (on an Incident Form) each time it occurs and should include the following information:

- the name(s) of the pupil(s) involved;
- the date, time and location of where the incident took place;
- why the use of force was deemed necessary;
- a detailed account of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used;
- the pupil's response;
- the outcome of the incident;

- a description of any injuries suffered by the pupil or others and/or any property damaged during the incident.

### **INFORMING PARENTS/CARERS WHEN FORCE HAS BEEN USED ON THEIR CHILD**

- 1) It is up to the School to decide on an individual basis whether it is appropriate to report the use of force to parents/carers in the case of a serious incident.
- 2) In deciding what is a serious incident, staff should use their professional judgement and consider the:
  - pupil's behaviour and level of risk presented at the time of the incident,
  - degree of force used,
  - effect on the pupil or member of staff and
  - the child's age.

### **OTHER PHYSICAL CONTACT WITH PUPILS**

- 1) It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- 2) Examples of where touching a pupil might be proper or necessary:
  - When comforting a distressed pupil;
  - When a pupil is being congratulated or praised;
  - To demonstrate how to use a musical instrument;
  - To demonstrate exercises or techniques during PE lessons or sports coaching;
  - To give first aid.

In any such case staff should take the following into consideration where possible:

- Any history of physical or sexual abuse;
- Cultural factors;
- The age and gender of the pupil.

At no time should there be any contact with sexual areas.

## **SCREENING AND SEARCHING FOR PROHIBITED ITEMS**

The school will require pupils to undergo screening for weapons without suspicion as part of its disciplinary power and duty to manage risk.

### **SCREENING FOR WEAPONS**

The school will operate a screen system for weapons without suspicion and without consent via a hand-held metal-detector. This detector does not involve 'patting-down'.

- We will conduct random screenings of selected pupils on the premises.
- We will occasionally screen pupils on entry.

If pupils refuse to be screened the school may refuse to have that pupil on the premises or on an off-site educational visit.

If a pupil fails to comply and the school does not let the pupil in, it is an unauthorised absence because the school has not sanctioned the pupil's absence.

- When screening, staff will ask pupils to remove from their jackets before screening any metal objects that could cause a 'beep'.
- Searching on suspicion and without consent can start with screening.

### **WITHOUT CONSENT SEARCH**

The school has power to search if there are reasonable grounds that a pupil has with him/her or in his/her possession any of the following:

- A knife (any article which has a blade or is sharp).
- An offensive weapon i.e. any article made or adapted to injure a person, or any article which is intended by the person carrying the article for such use by him/her or by another person.

The law covers three articles

1. A weapon made for causing injury, such as a gun.
2. An article adapted for causing injury, such as a bottle broken deliberately for the purpose.

3. An article not made or adapted for causing injury, but which the person who has it intends it to be used for the purpose of causing injury e.g. a baseball bat.

The school has the power to search where there is reasonable grounds to suspect that a pupil is in possession of a weapon.

This power to search will only be used where school staff judge that it is safe.

If a member of staff believes that a pupil is carrying a weapon and is likely to resist a search physically, they will call the police rather than attempt to overcome the pupil.

At all times we will use our knowledge and experience of pupils in the school. We will try every means to resolve difficult situations rather than confront and escalate the problem(s).

No-one can do a search before being trained.

- Training will be given for those authorised by the Headteacher to search pupils (authorisation will be in writing).
- A second adult will be present for the search.
- There must be a person present during a search who should also be trained.
- Reasonable force can be used to prevent a pupil committing an offence, injuring themselves or others, damaging property or prejudicing the maintenance of good order and discipline. This applies to a search without consent.

## **NOTE**

If at any point the school suspects that a pupil suspected of carrying a weapon is likely to resist a search physically, school staff will call the police rather than use force to continue a search.

- The power to search on suspicion and without consent applies only to a personal search (i.e. involving the removal of outer clothing and searching of pockets). Only the police can conduct an extensive or intimate search.
- If a weapon is found or other prohibited items such as drugs, the matter will be referred to the police.
- If an item is found which is prohibited, it will be confiscated and parent(s)/carer(s)/guardian(s) informed. Such items will be returned at the end of the school term.

## **OUR SUPPORT FOR INDIVIDUAL PUPIL NEEDS**

Platanos College is one of the most challenging schools in the country and has a successful record of managing a highly diverse pupil population.

School leaders and managers work hard to ensure that we cater for individual needs, including those who are disaffected.

The school budget is complex and focused on managing resources with care in order to meet challenging needs. Our curriculum is also diverse and complex. We review courses each year and go to painstaking length to ensure that we cater for individual behavioural and learning needs.

Our diverse curriculum ensures that pupils follow pathways appropriate to their individual needs and that they are able to graduate from one pathway to another.

Our key Pastoral Managers are non-teaching and able to support individuals and groups of pupils and conduct appropriate follow-up action with pupils and their parents. It also means that valuable time can be spent within Restorative Justice Conferences, managing Pastoral Support Programmes (PSPs) and negotiating appropriate pathways for individual pupils and groups of pupils, including those who are Gifted and Talented.

### **HOW WE TAKE INTO ACCOUNT OF INDIVIDUAL NEEDS AT PLATANOS COLLEGE**

#### **1. EAL PUPILS**

We assess pupils from abroad with care and will place pupils within a pathway appropriate to his or her needs. For example, if it is appropriate to place a pupil in an induction class on entry we will do so. Some pupils in an induction class will be educated with mainstream peers in English, Maths and/or ICT and receive additional support within the induction class.

Other pupils from abroad go straight to mainstream classes if they have reached the appropriate level and will receive support as appropriate in lessons.

Also, some EAL pupils are withdrawn from some mainstream lessons in order to support their needs.

We have close links with translation services and community groups and currently run both a Portuguese and Somali Project.

The collection and interpretation of data forms a significant part of our monitoring of all pupils.

- Groups of pupils are not ‘under-disciplined’ through misinterpretation of behavioural norms.
- We listen to pupils and take extra care to openly discuss inter-cultural/inter-racial issues. We have a good record of involving parents and community groups as part of the post-trauma and healing process.

## **2. SEN/DISABILITY/OTHER VULNERABLE PUPILS**

Our SEN framework underpins the statutory framework of equality of opportunity for pupils with SEN or disabilities.

Disabled pupils include those with dyslexia, autism, speech and language impairments, sensory/playground impairments, diabetes, epilepsy, disfigurement, complex behavioural/emotional or social difficulties (BESD), oppositional defiance disorder, hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) and syndromes such as Tourettes and other mental health disorders.

It is important for staff to understand that the disorders above do not have to be officially diagnosed in order for a pupil to be classified as disabled.

We make special educational provision for those pupils whose behaviour-related learning difficulties call for special educational provision to be made for them.

We actively promote equality of opportunity between disabled people and others. This includes promoting positive attitudes and the participation of disabled pupils and staff in the life of the school.

We ensure that prospective disabled pupils and disabled pupils are not treated less favourably than another for a reason related to their disability.

We take reasonable steps to avoid placing disabled pupils at a substantial disadvantage.

- We take individual disabilities into account when imposing sanctions, particularly for fixed-term and permanent exclusions. We take account of needs and the level and quality of support given to individual pupils.
- Where necessary we inform staff about the particular reasonable adjustments that need to be made for individual pupils (e.g. in managing potentially difficult and confrontational situations).
- We try not to treat pupils with disabilities less favourably than others for reasons linked to a particular impairment.
- We plan for individual (known) needs before disabled pupils arrive at the school and these individual plans are monitored regularly with parents, Pastoral

Managers, Key Stage Co-ordinators and the Assistant Headteachers with responsibility for Inclusion.

- Where appropriate reasonable adjustments are made, further guidance can be obtained from the school Policies on SEN/Disability and the Learning and Teaching Policy.

### **3. PUPILS EXPERIENCING TRAUMA/TEMPORARY DIFFICULTIES**

Pastoral Managers are key at Platanos College to understanding individual pupils experiencing trauma and the impact of those pupils around the rest of the school, especially on the quality of learning.

- We actively support pupils experiencing trauma.
- Where necessary Pastoral Managers liaise with parents, appropriate specialist agencies, the Local Authority and others to address the individual and distinctive needs of pupils.
- We try to manage sanctions and post-sanction support as they affect individual pupils rather than giving some pupils experiencing trauma an ‘easy time’ or ‘let them off’.
- Looked-after pupils are carefully supported individually and great care is taken to develop their social, emotional and behavioural skills.
- Communication is key. Vulnerable pupils have Individual Learning Plans, PSPs and Contracts. Key adults, such as Pastoral Managers, Mentors and Tutors act as reference points and communicate concerns to others in the school.

We are in many ways role models for pupils in the school. Many of our pupils do not for whatever reason live with their ‘natural’ parents or have had fractured lives. Therefore, how we relate to pupils is essential. We are in loco parentis and we have to act like reasonable parents in the way we build relationships with our pupils.

If we are angry and stressed then we will emit our anger and stress to pupils. However, if we are calm and consistent, pupils will act accordingly. Positive relationships work with pupils.

All staff are expected to share our values and act accordingly as part of belonging to the Platanos College community.

Pupils learn respect by receiving respect. This is a central part of our school ethos.

**THE SCHOOL RULES**  
**INFORMATION FOR PUPILS/STAFF**

# THE SCHOOL RULES

The School Rules are based on common sense and the need to protect everyone on the school site.

We have high expectations of all pupils in terms of appearance, behaviour and courtesy. We expect all pupils to follow the School Rules in order to protect the Health and Safety of everyone in the school community.

## SCHOOL UNIFORM/YOUR APPEARANCE

Uniform is compulsory for all pupil in Years 7 – 11 in the school. It means that we cannot negotiate what you wear and what you do not wear.

1. You must wear your blazer at all times. You must get permission from a teacher before removing your blazer during a lesson.
2. Shirts must be tucked in.
3. Ties must be knotted properly. We will not accept the ‘fashionable’ twists.
4. Pupils must wear plain black shoes at all times. Shoes must be flat and sensible for all pupils on grounds of Health and Safety.
5. Trainers and/or canvas shoes are not permitted.
6. You are allowed to wear a watch. Fashion jewellery is unacceptable. ‘Bling’ will be confiscated and returned at the end of the term.
7. Girls are permitted to wear plain stud (very small) earrings only. Boys who wear earrings, including stud earrings will have them confiscated and returned at the end of the term.
8. Make-up, hair ribbons, coloured nail varnish and extreme hairstyles are banned.
9. Pupils must not wear denim coats/jackets over their school uniform. You must wear plain black or navy coats without logos.
10. Pupils must not wear ‘trainers’ with their school uniform.
11. All articles of clothing must be clearly marked with the pupil’s name. Pupils must not borrow or lend clothing, particularly P.E. kit.
12. Headgear (e.g. hats, caps, bandanas) is not allowed.
13. Appearance which would go against the ethos of the school will be judged inappropriate.

**PERSISTENT FAILURE TO WEAR THE SCHOOL UNIFORM AND/OR TO KEEP TO THE EXPECTED HIGH STANDARD OF APPEARANCE WILL RESULT IN A SATURDAY DETENTION**

## BEHAVIOUR AND COURTESY

1. Swearing and abusive language will not be tolerated at Platanos College.
2. Smoking on the school premises is forbidden.
3. Chewing gum is forbidden.
4. Fizzy drinks are prohibited.
5. No pupil should leave the school site during the day without the permission of a Pastoral Manager, an Assistant Headteacher, a Deputy Headteacher or the Headteacher.
6. No food or drink is to be consumed in classrooms or in corridors. Food may only be eaten in the Dining Hall (at break and lunchtimes).
7. You are not allowed to gamble on the school site. The school is a 'gamble free' site.
8. We expect high standards of courtesy from all pupils at all times.
  - a) Pupils must show respect for each other at all times.
  - b) Pupils should always speak quietly to each other.
  - c) Pupils are not allowed to 'greet' each other by kissing, hugging or touching each other on the school site as a form of social expression.
  - d) Pupils should not scream or shout at each other.
  - e) Pupils should be quiet when being spoken to by members of staff.
  - f) Pupils should give way to adults in doorways, stairs and on corridors.
  - g) Pupils should respect and show courtesy to all adults, including visitors to the school.
  - h) Pupils are not allowed to congregate or loiter around the school site before or after the start/end of the school day. Pupils who do so will be placed in Formal Friday/Saturday Detentions or will be excluded from school.
  - i) The school will exclude pupils who download and/or send unacceptable information such as pornography, racist or stereotypical images of particular racial, religious or cultural groups.
  - j) The school will exclude pupils involved in cyber-bullying, including 'happy slapping' incidents. It is illegal to send threatening information via cyber-space, which applies to images on mobile phones, MP3 players, memory sticks and so forth.
9. **Pupils must remain quiet and maintain order in the open areas of the school. This means that pupils must be quiet whilst moving around the school in the corridors, stairs and stairwells at all times throughout the school day.**

## **CONFISCATION OF ITEMS (INCLUDING RETENTION AND DISPOSAL OF INAPPROPRIATE ITEMS)**

The Education and Inspections Act 2006 gives schools the right to confiscate items from pupils as a disciplinary sanction.

All members of staff have the right to confiscate certain items from pupils as a disciplinary penalty.

Items will be confiscated in order to maintain an environment conducive to learning and which safeguards the rights of other pupils to be educated.

We will confiscate items in the following circumstances:

- If and when an item(s) poses a threat to others (e.g. a laser gun or pen).
- If an item(s) threatens the good order for learning and maintaining a calm atmosphere in the school (e.g. use of mobile phones, MP3 players, and personal music players in classrooms and around the school).
- An item(s) is against the school uniform rules (e.g. baseball caps and items of non – uniform).
- An item(s) poses a Health and Safety risk or threat (e.g. wearing of nose studs, rings, large items of jewellery or ‘bling’ to impress).
- An item(s) which is counter to the ethos of the school or is illegal for a child to have (e.g. racist, pornographic material or material which might cause tension between one group or another).

When confiscating items of clothing or jewellery we will consider the religious or cultural significance of each item.

We will also avoid physical contact or interference with pupils clothing because this could give rise to allegations of child abuse.

As a matter of common sense we will ask pupils to remove the offending item(s).

If the pupil(s) in question will not remove the offending item(s), in order to avoid risks the item(s) will be removed by a member of staff of the same gender as the pupil(s) and with another member of staff present.

We will not confiscate an item(s) that would leave a pupil(s) partly dressed.

## **WHAT HAPPENS TO CONFISCATED ITEMS?**

- We keep clear records of confiscated items. We write to parents to inform them that an item has been confiscated and why.
- All confiscated items are kept in a safe place. At present our Policy is to have item(s) logged with our Community Manager and/or with Pastoral Managers. These items are labelled.
- We keep records of all item(s) confiscated on a database.
- Confiscated items are returned at the end of each term.
- Where items involve drugs, guns or other illegal items we always involve the police, normally through our community police officer. Illegal and or hazardous items will be given to an external storage and actively marked in follow-up activities.

## **MOBILE PHONES/MP3 PLAYERS**

We do not permit pupils to use mobile phones at any point during the school day. In our experience use of mobile phones and MP3 players create disorder around the school and disruption in lessons.

- These items are confiscated, logged and parents are informed by standard letters.
- These items are returned at the end of each term.
- We have explicitly banned the use of abusive text messages about pupils and staff as well as the use of 'happy-slapping'.

## **ITEMS BANNED BY THE SCHOOL**

1. No money or any articles of value are to be left in changing rooms or classrooms. Remember that you are responsible for the items you own and not the school. The Governors will not accept responsibility for personal property that is lost or damaged.
2. You must not use mobile phones, MP3 players or any similar device on the school site. If these items are used at any point on the school site, they will be confiscated and returned to you at the end of the term. Mobile phones must be switched off on the school site.
3. Make-up must not be worn or brought into school.

## **WE WILL SUPPORT YOU**

1. The school is organised to support you. We look at what you need when you start school. If you have very good skills when you start in Year 7 we will put you in fast-track classes to do early exams and early GCSEs. If you are able, gifted and talented we will support you to make sure that you are able to develop your talent and gifts. If you need extra support we will give you as much support as possible to catch up.
2. You will be placed in a House group. The Houses are Amazon, Indus, Nile and Tagus. Your Pastoral Managers and Pastoral Assistants will support you. You will also be supported by your tutor. Some pupils will have Learning Mentors.
3. If you need extra classes for English, special needs or if you have a disability we will support you. In life things can sometimes go wrong at home and at school and we will try to support you.
4. Some pupils go to the Learning Support Unit because of their poor behaviour or when they need to speak to an adult. We have two counsellors to support you. Some pupils need anger management or they need to improve their social skills. We try to involve people and projects outside of school to help you as well.

## **YOU ARE REWARDED WHEN YOU BEHAVE**

1. If you behave consistently (i.e. every day) and follow the rules, you are rewarded. If you improve your attendance and punctuality, do your classwork and homework and organise yourself, you will earn rewards for yourself, your tutor group, your year group and your House group.
2. These rewards include CHABOP Merit Slips, Certificates, Letters, Commendations and CHABOP prizes (see later section).

## **YOU WILL BE PUNISHED FOR POOR BEHAVIOUR**

1. If you do not take notice of a warning, teachers will use the Warning System to give you an appropriate sanction.
2. If you go too far and behave really badly your teacher can send you to the Learning Support Unit (LSU) or that you are excluded from school.
3. A teacher can also put you on a Friday Detention. If you do not turn up to a Friday Detention (3.30 pm – 4.30 pm) you will be given a Saturday Detention (9.00 am – 12.00 pm).
4. You must wear the school uniform at all times. If you fail to wear the school uniform at the high standard, you will receive an automatic Saturday Detention.
5. If you do not turn up to a Saturday Detention you will be given an automatic internal exclusion.

6. Every time you misbehave it will be recorded and you will lose points for yourself, your class, your year group and your House group.
7. It is very important that you follow the rules and make sure that you are well behaved at all times.

## **BEHAVIOUR OUTSIDE OF THE SCHOOL**

1. We expect you to uphold high standards of behaviour outside of school even when you are not in school uniform and not under the control of a member of staff.
2. If you do work experience, go on a school visit, attend a sporting event or travel on the bus wearing the Platanos College uniform and misbehave, the school can and will punish you.
3. We will take the following into account when deciding on any sanctions:
  - a) If we decide to punish you, we will look carefully at what you did (the type and the extent of your misbehaviour).
  - b) We will also look to see how your behaviour has affected the reputation of the school.
  - c) If you were wearing the school uniform at the time of the offence or whether you were identified as a pupil of the school.
  - d) Whether your behaviour affects or is likely to affect the orderly running of the school or threatens or is likely to threaten other pupils or staff (for example bullying another pupil or insulting a member of staff).
  - e) Whether the misbehaviour took place close to the school premises.
  - f) Whether the misbehaviour might affect the chance of other pupils being offered similar work, study or opportunities in the future.
4. We will look carefully at what you do outside of school and whether your actions involve other pupils, members of staff or members of the public.
5. The school believes that it is important to have good order in public places and to protect its reputation.
6. Pupils are also encouraged to maintain the Health and Safety of others at all times including to and from school and including that of other pupils, staff and members of the public.

## **ACCESS TO THE BUILDING**

1. Pupils are allowed in the main buildings for the following reasons.
  - a) To attend clubs and/or societies.
  - b) Paired-reading sessions.

- c) Activities led by staff.
- d) Use of the Library.
- e) Use of the Computer Rooms and/or Homework Rooms.
- f) Base Rooms for Years 7, 8 and 9 in the Key Stage 3 building are supervised by staff. Years 10 and 11 have Base Rooms in the Key Stage 4 building. There will also be clubs in the Sports Hall, especially for pupils in Years 7, 8 and 9.

### **SUPERVISION OF THE BUILDING**

1. Staff will supervise the building. Prefects will assist with the supervision of the building under the direction of Pastoral Managers/Pastoral Assistants/Key Stage Managers.
2. The canteen is supervised by lunchtime supervisors, teachers and support staff.
3. Pupils who misbehave during break time and/or lunch time will be reported to the Duty Manager. The rewards and sanctions policy will apply.

### **AT THE END OF BREAK/LUNCH TIME**

1. When you hear the bell, please line up in the designated areas for Key Stage 3 and Key Stage 4.
2. Lining up is very important in order to guarantee the Health and Safety of all in the school.

### **WET WEATHER/BAD WEATHER ROUTINE**

1. When it is wet or very cold it is important that we work together, as a school community, in order to avoid problems. We need to make sure that we protect the Health and Safety of everyone in our community.
  - a) Walk quietly and carefully around the building.
  - b) You are allowed to go into the Dining Hall (Years 10 and 11) and the Main Hall/Heart Space (Years 8 and 9) and the Year 7 Base Rooms (Year 7). It is very important that you are sensible whenever the weather is wet or bad. Please remember to walk at all times.
  - c) On grounds of Health and Safety, pupils should never gather in groups of more than six (6) pupils.
  - d) Do not run or scream. Walk quietly.
  - e) Please remember that teachers must be able to give you clear instructions in an emergency.

## THE WARNING SYSTEM FOR CLASSROOM BEHAVIOUR

WARNING	ACTION(S) TO BE TAKEN BY TEACHERS	DEMERIT POINTS
<p>First Warning</p> <p>This is the first stage if pupils breach the classroom rules.</p>	<ul style="list-style-type: none"> <li>• The member of staff will write his/her name on the board or in a notebook.</li> <li>• This is a public warning to pupils. Most pupils will cease misbehaving at this stage.</li> <li>• There will be no sanctions or demerits at this stage.</li> <li>• Pupils' CHABOP records are not affected at this stage.</li> </ul> <p><b>Please Note: Teachers will use their professional discretion before the first warning is given.</b></p>	0
WARNING	ACTION(S) TO BE TAKEN BY TEACHERS	DEMERIT POINTS
<p>Second Warning</p> <p>This takes place when a pupil has broken two of the classroom rules, OR they have ignored the first warning.</p>	<ul style="list-style-type: none"> <li>• Ask the pupil who receives a second warning to move to a different part of the room.</li> <li>• The member of staff records this on the board or on a pad by marking a cross next to the name of the pupil.</li> <li>• The pupil must wait briefly at the end of the lesson to speak to the member of staff.</li> <li>• After speaking to the pupil briefly at the end of the lesson, the member of staff will issue demerits of 1 point(s).</li> <li>• A letter may go home to parents.</li> </ul>	-1
WARNING	ACTION(S) TO BE TAKEN BY TEACHERS	DEMERIT POINTS
<p>Third Warning</p> <p>If a pupil continues to misbehave after the first and second warnings, the pupil will receive higher sanctions.</p>	<ul style="list-style-type: none"> <li>• Detention.</li> <li>• Detention after school.</li> <li>• Departmental Detention.</li> <li>• A Friday or Saturday Detention.</li> <li>• A letter will go home to parents.</li> </ul> <p><b>NOTE – members of staff will make decisions about the sanctions based on the behaviour of individual pupils.</b></p>	<p>-2</p> <p>-2</p> <p>-15</p> <p>-25 to -50</p>

<b>WARNING</b>	<b>ACTION(S) TO BE TAKEN BY TEACHERS</b>	<b>DEMERIT POINTS</b>
<p>Fourth Warning</p> <p>This takes place where pupils have failed to respond to the first, second and/or third warnings.</p>	<p>This also takes place when pupils misbehave and prevents others from learning.</p> <ul style="list-style-type: none"> <li>• Time-out with another member of the department.</li> <li>• Referral to the Learning Support Unit (LSU).</li> <li>• An internal exclusion from school.</li> <li>• A formal exclusion from school.</li> <li>• A letter will be sent to parents.</li> </ul>	-25 to -50
<b>WARNING</b>	<b>ACTION(S) TO BE TAKEN BY TEACHERS</b>	<b>DEMERIT POINTS</b>
5 x Fourth Warning	<p>Pupil placed in the LSU for two days on an internal exclusion.</p> <ul style="list-style-type: none"> <li>• A formal meeting will be held with the pupil and his/her parent(s)/carer(s).</li> <li>• A Pupil Contract will be signed.</li> <li>• A plan of support will be agreed.</li> <li>• Arrangements for monitoring the Pupil Contract will also be agreed.</li> </ul>	-50
<b>WARNING</b>	<b>ACTION(S) TO BE TAKEN BY TEACHERS</b>	<b>DEMERIT POINTS</b>
12 x Fourth Warning	<p>Pupil placed in the LSU for 5 days.</p> <ul style="list-style-type: none"> <li>• A formal meeting will be held with the pupil and his/her parent(s)/carer(s).</li> <li>• A Pupil Contract will be signed.</li> <li>• A plan of support will be agreed.</li> <li>• Arrangements for monitoring the Pupil Contract will also be agreed.</li> </ul>	-60
<b>WARNING</b>	<b>ACTION(S) TO BE TAKEN BY TEACHERS</b>	<b>DEMERIT POINTS</b>
20 x Fourth Warning	<p>Pupil to be placed on a longer period of exclusion and/or external exclusion.</p> <ul style="list-style-type: none"> <li>• A formal meeting will be held with the pupil and his/her parent(s)/carer(s).</li> </ul>	-70

	<ul style="list-style-type: none"> <li>• A Pupil Contract will be signed.</li> <li>• A plan of support will be agreed.</li> <li>• Arrangements for monitoring the Pupil Contract will also be agreed.</li> </ul>	
<b>WARNING</b>	<b>ACTION(S) TO BE TAKEN BY TEACHERS</b>	<b>DEMERIT POINTS</b>
Higher numbers of fourth warning or gross misconduct	<p>The school will look carefully at each case with care.</p> <p>In addition to internal and external exclusions, the school will look at a range of alternative provisions for pupils who fail to follow the rules:</p> <ul style="list-style-type: none"> <li>• A permanent exclusion.</li> <li>• A part-time timetable where a pupil will be taught in smaller groups for a set number of part or full time days.</li> <li>• One-to-one tuition or alternative provision.</li> <li>• A period of time in a 'School within a School'.</li> <li>• A 'Personal Curriculum'.</li> <li>• Part-time college/part-time school.</li> <li>• Full-time college.</li> <li>• A managed move to another school.</li> </ul>	<p>-80</p> <p>At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.</p>

**PUPILS SHOULD NOTE THAT SERIOUS INCIDENTS WILL ESCALATE MORE QUICKLY AND WILL NOT REQUIRE A WARNING**

**CHABOP**

**REWARDS AND SANCTIONS**

## **CHABOP**

### **REWARDS AND SANCTIONS**

#### **A RATIONALE**

Despite the challenges of managing Platanos College, we have stressed throughout this Policy the need to respect and value our pupils. Praise is vital. Rewards are vital and teachers are encouraged to treat pupils fairly and with respect. At the same time, we recognise the need to manage pupils effectively within the curriculum through effective learning strategies, including differentiating the curriculum as part of implementing the Learning and Teaching Policy.

As a successful Business and Enterprise College, we recognise the need to develop the school further by encouraging our pupils to take greater responsibility for their actions.

**We truly believe that these incentives reflect our Business and Enterprise culture and will sustain our school improvement drive for the foreseeable future.**

#### **THE REWARDS AND SANCTIONS SYSTEM EXPLAINED**

The school will operate a hierarchy of Rewards and Sanctions and each stage will carry a numerical value.

Rewards carry positive values and Sanctions carry corresponding negative values.

#### **CHABOP EXPLAINED**

Every six weeks all teachers complete assessments on the pupils which include effort indicators that comment on:

- **C**lasswork
- **H**omework
- **A**ttendance
- **B**ehaviour
- **O**rganisation
- **P**unctuality

#### **LOGGING THE DATA**

All teachers will be able to log CHABOP data into our computer system.

The CHABOP Co-ordinator will regularly monitor the accuracy of the CHABOP data.

## **USING THE DATA**

Each child will achieve a score every six weeks. This data can be sorted or filtered in a number of ways.

- Individual pupil scores
- Class/tutor group scores
- House group scores
- Year group scores
- Whole school

Pupils' scores can be compared six week to six week across an academic year. Graphs and charts can be generated for use with parents, in school reports, target setting and so on.

The data can be used by managers to monitor effort, progress and behaviour throughout the school.

A monetary value could be applied to the scores. Pupils could see how their efforts and behaviour helps their "stock" to rise and fall.

## **LEAGUE TABLES/COMPETITION**

Administrative support will be extensive for the CHABOP programme.

A CHABOP Co-ordinator has been appointed to further develop our CHABOP model into a bank.

We intend to generate competition by promoting and displaying individual scores with a Tutor Group, across a Year Group and within a House Group.

This process should complement the Inter-House Competitions. Pupils will succeed as part of a Tutor Group, a Year Group and House Group.

We intend to place cash values on some of the 'higher' awards at whole-school level.

## HIERARCHY OF REWARDS

### ATTENDANCE AND PUNCTUALITY

STAGES	REASON(S) FOR REWARDS	WHO REFERS AND/OR REWARDS	HOW REWARDS ARE RECORDED	MERIT POINTS
<b>1A</b>	Pupils who have 100% Attendance and Punctuality and who are eligible for the weekly draw will receive Attendance and Punctuality Awards and Points even if they do not win the draw.	Form Tutors	Attendance and Punctuality Awards in House Assemblies	+15
<b>1B</b>	Every six (6) weeks. Form Tutors will recognise and reward the pupils with 100% Attendance and Punctuality with Tutor Awards.	Form Tutors	House Assemblies	+15
<b>1C</b>	Every six (6) weeks Pastoral Managers will select the most outstanding pupil in their House in each Year Group to receive House Awards which are based on 100% Attendance and Punctuality.	Pastoral Managers	House Awards, Certificates with citation	+25
<b>2</b>	Pupils who have 100% Attendance and Punctuality and who are eligible for the House Awards/Termly draw will get Attendance and Punctuality Awards and Points even if they do not win the draw.	Whole-School Assemblies on Mondays	Pastoral Managers nominate for draw	2 x +25  (These rewards will be tangible, i.e. tokens/ educational software, stereos and so on)

## HIERARCHY OF REWARDS

### CLASSWORK AND HOMEWORK

STAGES	REASON(S) FOR REWARDS	WHO REFERS AND/OR REWARDS	HOW REWARDS ARE RECORDED	MERIT POINTS
<b>1</b>	<p>Good work should be praised in classrooms.</p> <p>Pupils who make excellent effort to complete work to a good or better standard should be rewarded with a Merit Slip which in turn will generate points for the pupils concerned.</p> <p>Merit Slips generate the lowest number of points, but pupils will soon see that being rewarded many merits is a good way to easily accumulate points.</p>	Subject Teachers	Merit Slip	+2
<b>2</b>	<p>Pupils who achieve two - three good pieces of work to a high standard should receive a Good News Slip.</p> <p>These go on to a pupil's record and Heads of House will read these out in House Assemblies.</p>	Subject Teachers	Good News Slips read out in Assembly by Pastoral Managers	+5
<b>3</b>	<p>Pupils who consistently make good progress towards their targets or who consistently produce work that exceeds expectations will receive a Good News Letter home.</p>	Subject Teachers	Good News Letter to be read out in House Assembly by Pastoral Manager	+10
<b>4</b>	<p>Subject Teachers will issue Homework Certificates to pupils who consistently produce Homework to a high standard once per term.</p> <p>Homework Certificates are</p>	Subject Teachers	Homework Certificates presented at Key Stage Assemblies	+15

<b>STAGES</b>	<b>REASON(S) FOR REWARDS</b>	<b>WHO REFERS AND/OR REWARDS</b>	<b>HOW REWARDS ARE RECORDED</b>	<b>MERIT POINTS</b>
	presented at Key Stage Assemblies every six weeks.			
<b>5A</b>	Every six (6) weeks Subject Teachers will recognise and reward their most outstanding pupils in their classes with Subject Teacher Certificates.	Subject Teachers will nominate one pupil per class, per year group.	Subject Teachers inform the relevant administrative person who produces an appropriate certificate for House Assemblies.	+15
<b>5B</b>	This is in addition to the rewards the pupils will receive for their Classwork, Homework, Attendance, Behaviour, Organisation and Punctuality grades (CHABOP).	Heads of Department/ Directors of Learning nominate two pupils in each year group in the core/ one pupil per year group – non-core.	Letters home.  Incentive points recorded.	+25
<b>5C</b>	Every six (6) weeks Heads of Department/Directors of Learning will select the most outstanding pupils in their subject areas to receive Subject Certificates.	Two pupils per year group on the core subjects and one pupil per year group in each non-core area.	Subject Teachers inform the relevant administrative person who produces an appropriate certificate for House Assemblies.  Letters home.  Incentive points recorded.	+25
<b>5D</b>	Every six (6) weeks Subject Teachers will nominate one pupil in each year group who has made significant improvement in Reading or Literacy.	Subject Teachers	Whole-School Reading/Literacy Certificates	+15
<b>6A</b>	Pupils who demonstrate research skills, independent	Subject Teachers will nominate one	Independent Learning/ICT	+15

STAGES	REASON(S) FOR REWARDS	WHO REFERS AND/OR REWARDS	HOW REWARDS ARE RECORDED	MERIT POINTS
	<p>learning and who use SAM Learning to improve their attainment and achievement can be nominated by the subject teachers for a Research/Independent Award.</p>	<p>pupil per year group every six weeks.</p>	<p>Award.</p>	
<b>6B</b>	<p>Subject teachers will recognise and reward their most outstanding pupil(s) in each year group as Pupils of the Week.</p> <p>There must be a citation stating clearly why the pupil has been nominated for recognition. An 'Outstanding' category clearly goes beyond and above the categories outlined above.</p> <p>These nominations should be made at least two times per year group each term (i.e. every six weeks) in the core subjects and at least once per term (i.e. every six weeks) for the non-core subjects and Supported Curriculum.</p>	<p>Nominations from Subject Teachers to Directors of Learning/Heads of Department.</p>	<p>Certificate in Whole-School Assemblies on Monday mornings.</p>	<p>+25</p>
<b>6C</b>	<p>Every six (6) weeks the Headship Team will nominate the most outstanding pupils in each year group for the Headteacher's Award.</p>	<p>The Headship Team.</p>	<p>Certificate in Whole-School Assemblies.</p>	<p>+50</p>

## HIERARCHY OF REWARDS

### BEHAVIOUR AND ORGANISATION

STAGES	REASON(S) FOR REWARDS	WHO REFERS AND/OR REWARDS	HOW REWARDS ARE RECORDED	MERIT POINTS
<b>1A</b>	<p>When pupils display exemplary behaviour or attitude around the school or in public, they should be rewarded.</p> <p>Pupils should be awarded Merit Slips.</p>	All Staff	Merit Slip	+2
<b>1B</b>	<p>When pupils perform good citizenship work or services for the Tutor Group, House Group or the school they should receive Good News Slips.</p> <p>These should go on a pupil's record and Pastoral Managers will read these out in Assemblies.</p>	Form Tutors/ Pastoral Managers/ Other members of staff as appropriate	Good News Slips (service to the school/citizenship)	+5
<b>2</b>	Pupils who consistently display attributes that exceed expectation or who consistently perform duties and services as Prefects, Peer Mediators, House Officers and so on.	Form Tutors/ Pastoral Managers/ Other members of staff as appropriate	Good News Letter/ Certificates in House Assemblies	+10
<b>3</b>	Exceptional performance in or out of school will result in receipt of School Ambassador Awards.	Form Tutor/ Pastoral Managers/ Other members of staff as appropriate	School Ambassador	+25

## HIERARCHY OF SANCTIONS

STAGES	REASON(S) FOR SANCTIONS	WHO REFERS AND/OR SANCTIONS	HOW SANCTIONS ARE RECORDED	DE-MERIT POINTS
<b>PUPILS WHO CONTINUE TO DISOBEY THE RULES WILL BE GIVEN HIGHER SANCTIONS</b>				
<b>1A</b>	Items of uniform missing (e.g. no blazer or tie).	All teachers/ All members of support staff/ Managers/ Senior Managers	De-merit slips	-1
<b>1B</b>	Failure to wear uniform correctly (e.g. shirt not tucked in, ties not properly knotted but in 'fashionable' twists).	All teachers/ All members of support staff/ Managers/ Senior Managers	De-merit slips	-1
<b>1C</b>	Inappropriate items of no n-uniform (e.g. wearing of hats, caps, bandanas, large earrings).	All teachers/ All members of support staff/ Managers/ Senior Managers	De-merit slips	-1
<b>PUPILS WHO CONTINUE TO DISOBEY THE RULES WILL BE GIVEN HIGHER SANCTIONS</b>				
<b>2A</b>	Failure to arrive to your lesson on time without a note from a teacher.	All teachers	Bad News Slip	-5
<b>2B</b>	Failure to enter a classroom properly.	All teachers	Bad News Slip	-5
<b>2C</b>	Failure to have basic equipment (a pen, pencil, rule, rubber etc).	All teachers	Bad News Slip	-5
<b>2D</b>	Talking inappropriately in lessons.	All teachers	Bad News Slip	-5
<b>2E</b>	Failure to work co-operatively in lessons.	All teachers	Class/Faculty Detention	-2/-15
<b>2F</b>	Distracting others in lessons.	All teachers	Class/Faculty Detention	-2/-15
<b>2G</b>	Eating or drinking in class.	All teachers	Class/Faculty Detention	-2/-15

<b>STAGES</b>	<b>REASON(S) FOR SANCTIONS</b>	<b>WHO REFERS AND/OR SANCTIONS</b>	<b>HOW SANCTIONS ARE RECORDED</b>	<b>DE-MERIT POINTS</b>
<b>2H</b>	Failure to complete classwork.	All teachers	Class/Faculty Detention	-2/-15
<b>2I</b>	Failure to record homework.	All teachers	Class/Faculty Detention	-2/-15
<b>2J</b>	Failure to complete homework.	All teachers	Class/Faculty Detention	-2/-15
<b>2K</b>	Using a mobile phone/MP3 Player in class or on the school site (i.e. anywhere on the school site).	All teachers	Class/Faculty Detention	-2/-15
<b>2L</b>	Failure to treat furniture and equipment with respect.	All teachers	Class/Faculty Detention	-2/-15
<b>2M</b>	Leaving a classroom without permission from a teacher	All teachers	Class/Faculty Detention	-2/-15
<b>2N</b>	Failure to leave a classroom in an orderly manner.	All teachers	Class/Faculty Detention	-2/-15
<b>2O</b>	Bullying/persistent bullying.	All teachers		-2/-15
<b>PUPILS WHO CONTINUE TO DISOBEY THE RULES WILL BE GIVEN HIGHER SANCTIONS</b>				
<b>3A</b>	Running around the building thereby affecting the Health and Safety of others.	Teachers/ Directors of Learning/ Pastoral Managers	Formal Detention on Fridays or Saturdays/Internal Exclusion/Fixed-Term Exclusion	-25/-50  At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>3B</b>	Failure to walk up and down the stairs sensibly and in an orderly way.	Teachers/ Directors of Learning/ Pastoral	Formal Detention on Fridays or Saturdays/Internal Exclusion/Fixed-	-25/-50  At this stage, pupils are 'insolvent' or

STAGES	REASON(S) FOR SANCTIONS	WHO REFERS AND/OR SANCTIONS	HOW SANCTIONS ARE RECORDED	DE-MERIT POINTS
		Managers	Term Exclusion	'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>3C</b>	Pushing ('barging) in queue(s) and/or generally.	Teachers/ Directors of Learning/ Pastoral Managers	Formal Detention on Fridays or Saturdays/Internal Exclusion/Fixed-Term Exclusion	-25/-50  At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>3D</b>	Shouting or screaming around the building and/or in lessons	Teachers/ Directors of Learning/ Pastoral Managers	Formal Detention on Fridays or Saturdays/Internal Exclusion/Fixed-Term Exclusion	-25/-50  At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>4A</b>	Swearing and/or using abusive language towards other pupils, including cursing (cussing).	Teachers/ Directors of Learning/ Pastoral Managers	Formal Detention on Fridays or Saturdays/Internal Exclusion/Fixed-Term Exclusion	-25/-50  At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the

STAGES	REASON(S) FOR SANCTIONS	WHO REFERS AND/OR SANCTIONS	HOW SANCTIONS ARE RECORDED	DE-MERIT POINTS
				Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>PUPILS WHO CONTINUE TO DISOBEY THE RULES WILL BE GIVEN HIGHER SANCTIONS</b>				
<b>4B</b>	Swearing and/or using abusive language towards a teacher, including cursing ('cussing).	Teachers/ Directors of Learning/ Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>4C</b>	Bullying/intimidating behaviour.	Directors of Learning/ Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/ Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>4D</b>	Play-fighting and selling of items.	Pastoral Managers/ Teachers/ Directors of Learning	Internal Exclusion/Fixed-Term Exclusion/ Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key

<b>STAGES</b>	<b>REASON(S) FOR SANCTIONS</b>	<b>WHO REFERS AND/OR SANCTIONS</b>	<b>HOW SANCTIONS ARE RECORDED</b>	<b>DE-MERIT POINTS</b>
				Stage Co-ordinators.
<b>4E</b>	Racial, Sexual, Homophobic Behaviour.	Directors of Learning/ Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/ Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>PUPILS WHO CONTINUE TO DISOBEY THE RULES WILL BE GIVEN HIGHER SANCTIONS</b>				
<b>5A</b>	Repeated warnings about behaviour in class (note: pupils who receive a third and/or fourth warning).	Directors of Learning/ Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/ Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>5B</b>	Verbal abuse of a pupil.	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/ Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>5C</b>	Verbal abuse of an adult.	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/	At this stage, pupils are 'insolvent' or

STAGES	REASON(S) FOR SANCTIONS	WHO REFERS AND/OR SANCTIONS	HOW SANCTIONS ARE RECORDED	DE-MERIT POINTS
			Permanent Exclusion	'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>5D</b>	Abusive behaviour.	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>5E</b>	Threatening behaviour towards a pupil.	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>6A</b>	Threatening behaviour towards an adult.	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key

STAGES	REASON(S) FOR SANCTIONS	WHO REFERS AND/OR SANCTIONS	HOW SANCTIONS ARE RECORDED	DE-MERIT POINTS
				Stage Co-ordinators.
<b>6B</b>	Physical assault against a pupil.	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>6C</b>	Physical assault against an adult.	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>6D</b>	Theft/petty theft.	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>6E</b>	Carrying a weapon, such as a knife, gun/replica gun.	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils

STAGES	REASON(S) FOR SANCTIONS	WHO REFERS AND/OR SANCTIONS	HOW SANCTIONS ARE RECORDED	DE-MERIT POINTS
				will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
7A	Illegal activity (e.g. drugs, use of knives and offensive weapons).	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
7B	Trading/selling goods in school.	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
7C	Using/selling fireworks	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.

<b>STAGES</b>	<b>REASON(S) FOR SANCTIONS</b>	<b>WHO REFERS AND/OR SANCTIONS</b>	<b>HOW SANCTIONS ARE RECORDED</b>	<b>DE-MERIT POINTS</b>
<b>7D</b>	Gambling or encouraging others to gamble.	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/ Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>7E</b>	Gender/homophobic abuse.	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/ Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>8A</b>	Damage to personal or school property	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/ Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>8B</b>	Attempted arson/arson	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/ Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank

<b>STAGES</b>	<b>REASON(S) FOR SANCTIONS</b>	<b>WHO REFERS AND/OR SANCTIONS</b>	<b>HOW SANCTIONS ARE RECORDED</b>	<b>DE-MERIT POINTS</b>
				Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>8C</b>	Supplying an illegal drug	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>8D</b>	Serious sexual abuse or assault.	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>8E</b>	Persistent failure to follow the School Rules/Code of Conduct	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-Term Exclusion/Permanent Exclusion	At this stage, pupils are 'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.
<b>8F</b>	Drug and/or alcohol related behaviour	Directors of Learning/Pastoral Managers	Internal Exclusion/Fixed-	At this stage, pupils are

STAGES	REASON(S) FOR SANCTIONS	WHO REFERS AND/OR SANCTIONS	HOW SANCTIONS ARE RECORDED	DE-MERIT POINTS
		Managers	Term Exclusion/ Permanent Exclusion	'insolvent' or 'bankrupt' in relation to the Bank. Pupils will meet with Bank Managers and/or Pastoral Managers/Key Stage Co-ordinators.

**Please note:**

**This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that an exclusion is an appropriate sanction.**

## COMMUNITY SERVICE

When staff reviewed the Discipline and Behaviour Policy in July 2012, they recommended that we operate a '**Community Service**' system as a sanction.

The recommendation was subsequently agreed by Governors on 12<sup>th</sup> July 2012.

Therefore, as of 1<sup>st</sup> September 2012, '**Community Service**' has been added to the List of Sanctions in the Discipline and Behaviour Policy. '**Community Service**' will include picking up litter, helping steward an event or doing extra work (i.e. work deemed to be 'safe' under our Health and Safety rules) in a particular area or areas of the school. A refusal to perform a '**Community Service**' will result in a higher sanction.

# **CODE OF CONDUCT FOR PUPILS**

## **CODE OF CONDUCT IN THE CLASSROOM**

Classrooms (including labs, workshops and gyms) are your places of work. We need clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably. You must be ready to learn.

It is very important that you do not interrupt your learning or the learning of other pupils in the classroom.

The school spends a great deal of money buying furniture and equipment for pupils to use in order to support their learning. It is therefore important that you treat furniture and equipment with respect. Any pupil caught mistreating or defacing school property must pay for damage.

### **1. Before you enter a classroom**

- You must be in full school uniform.
- You must line up before each lesson under the supervision of your teacher with your bag and other equipment for each lesson.

### **2. At the start of each lesson**

- Enter rooms sensibly and go straight to your workplace. Your teacher will decide where you will sit.
- Take off and put away any outdoor wear (not on your desk).
- Take out books, pens, planners and equipment.
- Put bags on the back of your chair or on the floor. Bags should not be placed on desks.
- Remain silent during the registration (except when your name is called!).

### **3. During each lesson**

- When your teacher talks to the whole class you must remain silent and concentrate.
- When your teacher asks you to do something in the lesson, you must follow instructions straight away.
- If the class is asked a question you must put up your hand to answer. Do not call out.
- You should work sensibly and respectfully with your classmates. Do not distract or annoy them.

- You must put up your hand when you need attention.
- Listen in silence to your teacher and other pupils.
- You must keep inappropriate comments to yourself.
- You should be sitting, not swinging, on a chair and not on a desk or cupboards.
- Keep your hands, feet and objects to yourself.
- Your feet should not be rested on chairs, desks or radiators.
- If you arrive late without justifiable cause you must expect to be detained for the amount of time you missed in order to make up the work.
- Homework must be recorded in your School Planner.
- Eating, drinking and chewing are not allowed. If caught you will be asked to empty your mouth and hand in any other food or drink to the teacher/support staff.
- MP3 players, radios, mobile phones, make-up, magazines or other distractions are forbidden in classrooms.

**NOTE:** If your mobile phone goes off during the lesson or is seen, it will be confiscated by the teacher and returned to you at the end of the term.

- You must not leave a lesson without a note from a teacher.

#### 4. **At the end of each lesson**

- The tannoy/pips is not the signal for you. It is information for your teacher.
- You should begin to pack away or put on outdoor wear only when instructed by your teacher.
- When told, stand and push in or put up your chairs. Any litter should be picked up.
- You will be allowed to leave the room when told to do so by your teacher.

#### 5. **Finally, but most importantly, teachers are in the position of parents/guardians while you are in school. This means in particular that:**

- There is no excuse for rudeness or disrespect towards teachers.
- Any reasonable request from a teacher should be carried out at once and without argument.

# CODE OF CONDUCT FOR PUPILS

## BEHAVIOUR ON STAIRWELLS/STAIRCASES AND CORRIDORS

Your behaviour outside of lessons is just as important as your behaviour during your lessons.

Everyone has a right to feel safe when walking along the stairs/stairwells and corridors. Orderly corridors and stairs/stairwells improve the quality of learning and ensure that the school environment continues to reflect our **OUTSTANDING** status.

- You must have a note from your teacher if you are outside of your class during lessons.
- Do not run in the corridors or on the stairs/stairwells. Do not chase other pupils.
- Our new buildings must be retained to a high standard. Do not eat or drink in the corridors or stairs/stairwells.
- Balconies can be dangerous. **NEVER** lean over or throw anything over a balcony.
- Do not touch the barriers around the balconies. The barriers keep you safe.
- You must not climb the banisters or slide down the banisters. Such behaviour is dangerous and could cause injury to yourself and/or others.
- Do not fight/play fight.
- **PUPILS MUST REMAIN QUIET AND CALM ON STAIRCASES AND CORRIDORS.**

WE TRY VERY HARD TO MAKE SURE YOU ARE SAFE AT PLATANOS COLLEGE.  
YOUR SOCIAL SKILLS ARE IMPORTANT IF YOU ARE TO BE A SUCCESSFUL MEMBER  
OF OUR COMMUNITY.

THIS MEANS GOING AROUND THE SCHOOL SENSIBLY. PUPILS THEREFORE SHOULD  
NEVER GATHER IN GROUPS OF MORE THAN SIX (6) PUPILS.

REASON(S) FOR SANCTION	WHO REFERS AND/OR SANCTIONS	SANCTION	DEMERIT POINTS
Pupils who do not have notes	Any teacher/member of staff	Demerit	-1
Pupils running in the corridors and/or stairs/ stairwells	Any teacher/member of staff	Demerit	-1
Eating and/or drinking in the corridors	Any teacher/member of staff	Demerit	-1
Fighting/play fighting	Any teacher/member of staff	Bad News Slip	-5
Leaning over and/or throwing item(s) over a balcony	Any teacher/member of staff	Bad News Slip	-5

# **CODE OF CONDUCT FOR PUPILS**

## **AROUND THE SCHOOL**

Most of your learning will take place either in the Key Stage 3 block or in the Key Stage 4 block.

There will be a Key Stage 3 Pupil Management Committee to support the management of the Key Stage 3 block.

There will be a Key Stage 4 Pupil Management Committee to support the management of the Key Stage 4 block.

- It is very important that you respect the new building.
- **PUPILS MUST REMAIN QUIET AND CALM IN THE OPEN AREAS OF THE SCHOOL. This means that pupils must be quiet whilst moving around the school in the corridors, stairs and stairwells at all times throughout the school day.**

## **PLAYGROUND BEHAVIOUR**

It is important that pupils learn to play and to socialise within the school. When pupils learn to play and socialise properly, they learn important skills for life.

We would like to maintain the good order of the school at all times.

- You must not fight or 'play fight'. This is dangerous behaviour.
- You must not spit.
- All litter must be placed in the rubbish bins stationed around the school.
- You must not play 'water fights'.
- No stones and/or objects should be thrown.
- There should be no pulling of the ties of other pupils.
- No mobile phones and/or MP3 players should be used during the time you are on the school premises. Teachers have a right to remove such items from you.
- There should be no kissing or hugging other pupils on the school site and/or inappropriate contact between pupils. The latter applies particularly to boys and girls.
- There should be no 'rushing' and/or 'charging' at other pupils.

WE TRY VERY HARD TO MAKE SURE YOU ARE SAFE AT PLATANOS COLLEGE.  
YOUR SOCIAL SKILLS ARE IMPORTANT IF YOU ARE TO BE A SUCCESSFUL MEMBER  
OF OUR COMMUNITY.

THIS MEANS GOING AROUND THE SCHOOL SENSIBLY. PUPILS THEREFORE SHOULD  
NEVER GATHER IN GROUPS OF MORE THAN SIX (6) PEOPLE.

<b>REASON(S) FOR SANCTION</b>	<b>WHO REFERS AND/OR SANCTIONS</b>	<b>SANCTION</b>	<b>DEMERIT POINTS</b>
Fighting/play fighting	Any teacher/member of staff	Bad News Slip	-5
Spitting	Any teacher/member of staff	Demerit	-1
Failure to use litter bins for rubbish	Any teacher/member of staff	Demerit	-1
Playing 'water fights'	Any teacher/member of staff	Bad News Slip	-5
Throwing stones and objects	Any teacher/member of staff	Bad News Slip	-5
Pulling the ties of other pupils	Any teacher/member of staff	Bad News Slip	-5
Kissing/hugging other pupils or other inappropriate contact	Any teacher/member of staff	Bad News Slip	-5
'Rushing' and/or 'charging' other pupils	Any teacher/member of staff	Bad News Slip	-5
Spitting on or at another person	Any teacher/member of staff	Saturday Detention	-50

# CODE OF CONDUCT FOR PUPILS

## BEHAVIOUR IN THE DINING HALL

Mixing with other pupils at lunchtime is a very important part of learning and socialising. In order to maintain the high standard of behaviour in the Dining Hall at break time and at lunch time, it is very important that you continue to follow the rules.

- Queue in an orderly manner when asked to do so by your teachers.
- Please be polite to members of staff who serve in the Dining Hall. They play an important part in the life of the school and must be respected.
- Sit quietly with your friends while you eat your lunch. Remember good table manners to show that you respect yourself and other people.
- When you have finished eating, clear your table of rubbish.
  - Put your rubbish in the rubbish bin.
  - Stack your empty plate/bowl properly.
  - Put your knife, fork and spoon in the correct place for cutlery
  - Make sure that your tray is properly stacked.
  - Please make sure that you do not shout, scream, run or rush about in the dining area.

REASON(S) FOR SANCTION	WHO REFERS AND/OR SANCTIONS	SANCTION	DEMERIT POINTS
Failure to queue in an orderly manner	Any teacher/member of staff	Demerit	-1
Rude behaviour towards staff in the Dining Hall	Any teacher/member of staff	Bad News Slip	-5
Failure to use the rubbish bin	Any teacher/member of staff	Demerit	-1
Failure to empty plate/bowl	Any teacher/member of staff	Demerit	-1
Failure to correctly dispose of cutlery	Any teacher/member of staff	Demerit	-1
Failure to stack trays properly	Any teacher/member of staff	Demerit	-1

# CODE OF CONDUCT FOR PUPILS

## BEHAVIOUR IN ASSEMBLIES

School assemblies help to build community spirit. It also helps to ensure that we learn about other cultures, parts of history, religions and about things going on in our school community.

We value the contribution pupils make to our assemblies. We regularly reward pupils for their contribution to our assemblies.

- You must enter in an orderly manner and respect the importance of the event.
- You must be silent as soon as you enter the Assembly Hall.
- You must take off your outdoor coat at the start of an assembly and place your bag and books on the floor.
- You will be asked to take part in a 'Minute of Reflection' in each assembly. You must be silent during this 'Minute of Reflection' because this is when we prepare ourselves for the day ahead and show that we have good intentions in all that we do.
- You must sit in the area indicated in the seating plan.
- You must listen carefully during each assembly.
- You must respect the speaker and/or speakers.
- You must not make silly and/or inappropriate remarks/gestures in assembly.
- You must listen carefully to music played in assembly. We play a wide variety of music to educate pupils and to develop their appreciation for music.
- You must leave each assembly in an orderly manner.
- In our school we like to show appreciation in a positive spirit. If you are asked to clap please do so sensibly with no calling out, whistling or booing.

REASON(S) FOR SANCTION	WHO REFERS AND/OR SANCTIONS	SANCTION	DEMERIT POINTS
Failure to enter the assembly in an orderly manner	Any teacher/member of staff	Demerit	-1
Failure to observe and/or respect the 'Minute of Reflection'	Any teacher/member of staff	Demerit	-1
Failure to listen carefully in assembly	Any teacher/member of staff	Demerit	-1

Failure to respect the speaker and/or speakers in assembly	Any teacher/member of staff	Demerit	-1
Making silly remarks and/or inappropriate comments and/or gestures in assembly	Any teacher/member of staff	Demerit	-1
Failure to listen to music in assembly	Any teacher/member of staff	Demerit	-1
Failure to leave the assembly in an orderly manner	Any teacher/member of staff	Demerit	-1

## **GROSS MISCONDUCT BY PUPILS**

‘Gross Misconduct’ means extremely poor behaviour in school.

You should be aware that even if it is the first time that you have shown this behaviour, you could go straight to the gross misconduct stage.

Pupils who reach a third and/or fourth warning are at a gross misconduct stage of the new Code of Conduct for pupils.

Gross misconduct could also result in a permanent exclusion from school.

- Repeated warnings about behaviour in class (Note: Pupils who receive a third and/or fourth warning).
- Verbal abuse of a pupil.
- Verbal abuse of an adult.
- Abusive behaviour.
- Threatening behaviour towards a pupil.
- Threatening behaviour towards an adult.
- Physical assault against a pupil.
- Physical assault against an adult.
- Theft/Petty Theft.
- Drug and/or alcohol related behaviour.
- Carrying anything construed to be a weapon, such as a knife, gun/replica gun, hammer, screwdriver and so on.
- Illegal activity (e.g. drugs, use of knives and offensive weapons) or anything construed to be a weapon.
- Trading/selling goods in school.
- Gambling or encouraging others to gamble.
- Gender Abuse
- Homophobic Abuse.
- Racial Abuse
- Damage to personal or school property.
- Attempted arson/arson.
- Supplying an illegal drug.
- Sexual abuse or assault.
- Persistent failure to follow the School Rules/Code of Conduct.

## **CONSEQUENCES OF GROSS MISCONDUCT**

All incidents of gross misconduct are investigated and statements taken to ensure that we comply with the legal ‘burden of proof’ in case the police are involved in individual cases. It is also to ensure that objective evidence is presented to exclusion appeal panels.

Most incidents of Gross Misconduct will result in a higher sanction, such as an internal exclusion, a fixed-term exclusion or a permanent exclusion from school.

## **YOUR RIGHT TO COMPLAIN FOR PUPILS**

If the pupil believes that they have received the wrong sanction or punishment they have a right to complain. In the first place, the complaint is put in writing to the teacher or to the Pastoral Manager. If they are not happy with the result, they have the right to appeal to the Headteacher. It is a good idea to put the complaint in writing. The Headteacher will always ask other members of staff for their views about the complaint.

If the pupil does not agree with the way in which the Headteacher has responded to the complaint they have a right to appeal to the Governors of the school. Once again, it is a good idea to put the complaint in writing to the Chair of Governors at the school.

The Chair of Governors has to respond to your appeal.

If they do not agree with the outcome of the appeal to the Chair of Governors, they can contact the Complaints Office at Lambeth Children and Young People's Service, International House, Canterbury Crescent, London, SW9 7QE.

**DETENTIONS  
EXPECTATIONS AND PROCEDURES**

**CLASS TEACHER DETENTIONS**

**SAME DAY DETENTIONS**

**DEPARTMENTAL DETENTIONS**

**FRIDAY DETENTIONS**

**SATURDAY DETENTIONS**

## **DETENTION**

The school has a statutory power to put pupils under the age of eighteen (18) in Detentions, after school sessions and on some weekend and training days.

- All adults in the school in lawful control or charge of pupils are allowed to put pupils in a lunchtime or end of day Detention.
- The school can set weekend Detentions except on a Saturday or a Sunday which fall during or on a weekend immediately preceding or immediately following a half-term break.
- Pastoral Managers/Directors of Learning and senior staff have the power to place pupils in same day after-school detentions, and Formal Detentions which are held on Fridays (3.30 pm – 4.30 pm) after school and Saturdays (9.00 am – 12.00 pm) and on some INSET (training) days.
- Pupils and parents/carers are informed of the date/time of these Detentions. Full school uniform is compulsory.
- Pupils who fail to attend a Friday Detention are automatically transferred to a Saturday Detention.
- Failure to attend a Saturday Detention will result in a five (5) day exclusion from school except where the original offence is for non-attendance at school.

The school has detailed Guidance for the management of Detentions and follow-up procedures for managers.

## SAME DAY DETENTION

We will enforce the '**Same Day Detentions**' for half an hour during lunch break in the school day and/or half an hour after school.

- Pupils who are issued with the sanction of a '**Same Day Detention**' during the morning (i.e. Periods 1-4) will serve their **Same Day Detention** in the Key Stage 3 Learning Support Unit (LSU) for half an hour at the start of lunch. Pupils will then be escorted to lunch by a member of staff.
- Pupils who receive a '**Same Day Detention**' during the afternoon (i.e. Periods 5- 6) will serve their '**Same Day Detention**' in the Main Hall after school for half an hour.
- Our system of Friday and Saturday Detentions will continue as usual.

## DEPARTMENTAL DETENTION

- Missing a class teacher's 15 minutes detention.
- Poor behaviour in a detention.
- Repeated failure to rectify issues that have led to several 15 minute detentions, for example lateness, lack of equipment, no homework, low-level disruption, lack of class work (2 or more).
- It is essential that teachers understand that Departmental Detentions are a 'next step' sanction following one or more detentions. Teachers should not see it as a way to pass on problems.
- Poor behaviour within or non-attendance to a Departmental Detention will automatically result in a referral to a Friday Detention.
- The weekly Rota for Departmental Detentions will be agreed at the start of the academic year.

## **FRIDAY DETENTION**

This is a Formal Detention held on Fridays, 3.30 pm – 4.30 pm. Referrals in the Main Hall.

- Pupils are expected to sit and work formally and quietly throughout the hour long Detention.
- Friday Detentions are supervised by Assistant Headteachers, Pastoral Managers, Directors of Learning, Key Stage Co-ordinators and teachers within the Departments.
- Referrals to Friday Detentions are made by Directors of Learning, Pastoral Managers, Assistant Headteachers and Deputy Headteachers.

### ***REASONS FOR A FRIDAY DETENTION***

- Failure to attend a Departmental Detention.
- Extremely poor behaviour within a lesson which affected the learning and Health and Safety of others.
- Extremely poor behaviour outside of lessons.
- Failure to attend a Friday Detention will result in an automatic Saturday Detention.

## **SATURDAY DETENTION**

This is a Formal Detention held on Saturday mornings, 9.00 am – 12.00 pm.

- Saturday Detentions will be supervised by the Headteacher, Deputy Headteacher or an Assistant Headteacher.
- Pupils will be set academic work to complete during the Saturday Detention.
- A record will be kept on computer of all pupils referred to Senior Management Detentions.
- Parents/carers are automatically written to when a pupil is referred to a Saturday Detention.
- Failure to attend a Saturday Detention will result in an automatic formal 5-day exclusion from school.

**REFERRAL TO SATURDAY DETENTIONS CAN ONLY BE MADE THROUGH A DEPUTY HEADTEACHER/ASSISTANT HEADTEACHER, BY A DIRECTOR OF LEARNING OR A PASTORAL MANAGER**

**BACK TO BASICS  
DAILY PROGRAMME**

## **OUR BACK TO BASICS DAILY PROGRAMME IS CENTRAL TO MANAGING BEHAVIOUR**

We implemented a Back to Basics programme several years ago and have decided to continue with the programme by making it an integral part of the overall Policy.

The 'Back to Basics' daily drive reminds staff of the need to help to keep things 'simple' and 'basic' each day. It is especially useful when social tensions outside of the school impact on the day to day management of the school.

# **BACK TO BASICS DAILY PROGRAMME**

## **EXPECTATIONS**

### **EXPECTATIONS OF TEACHERS**

1. Ensure that they are outside classrooms on time to receive their class. Pupils should line up quietly on arrival.
2. Pupils should stand behind their chairs upon entering the classroom.
3. Check the school uniform at the start of every lesson, especially tutors at the start of each day.
4. Every pupil should have a blazer, a tie and a jumper.
5. Ties should be tied properly and not with a 'fashionable knot'.
6. Pupils should wear shoes, not trainers.
7. Supervise the class at all times.
8. MP3 Players, Mobile Phones and Ear Phones must be confiscated from pupils. The same applies to jewellery. Girls are allowed to wear small studs.
9. Dismiss the class in an orderly way e.g. row by row.
10. Ensure that all pupils move quietly and safely on the left. Supervise movement to the next lesson.
11. Provide work that is differentiated, which meets the needs of the full range of pupils in each class.
12. Take responsibility for managing all behaviour within the class.
13. Report problems and/or concerns to the Director of Learning/Head of Department.
14. Follow the hierarchy of sanctions in managing day-to-day problems e.g. Departmental/Faculty Detention.
15. Refer only serious incidents to the Pastoral Manager day-to-day.
16. Keep professional (i.e. objective) records of events and be clear about incidents.
17. Implement the hierarchy of sanctions in the Behaviour Policy.
18. Refer incidents of very poor behaviour to the Director of Learning/Pastoral Manager/Assistant Headteacher with responsibility for that department.

## **EXPECTATIONS OF TUTORS**

- Conduct a daily uniform check.
- Conduct equipments check – pen, pencil, ruler, sharpener, rubber and bag.
- Ensure pupils record homework.
- Monitor pupils’ attendance.
- Monitor pupils’ punctuality.
- Ensure planners are signed by yourself, the pupil and the parent/carer.
- Use the Tutorial Monitoring sheet to record the above.

Please ensure that you are familiar with the more detailed guidance on the ‘Role of the Tutor’ in the Staff Handbook.

## **EXPECTATIONS OF HEADS OF DEPARTMENT/ DIRECTORS OF LEARNING**

1. Ensure that there is a Rota in place to manage behaviour in corridors so that there is calm and effective pupil movement from one lesson to another.

The behaviour of pupils must be managed from start to end of lessons via this Rota.

2. Ensure that incidents of poor behaviour are investigated and appropriate recommendations made about sanctions. Sanctions include Friday Detentions, Saturday Detentions and Exclusion from school.
3. Implement the hierarchy of sanctions in the Behaviour Policy.

## **EXPECTATIONS OF THE HEADSHIP TEAM**

1. Will be a positive and proactive presence around the school.
2. Challenge poor behaviour.
3. Monitor corridors.
4. Act as positive role-models for staff.
5. Ensure that all referrals are followed-up and reported to referring teachers.

6. It is important that members of the Headship Team actively investigate problems in the departments where they teach and/or Line Manage. It is inappropriate to simply refer issues of poor behaviour to Pastoral Managers. They should play an active role in following the procedures.
7. Members of the Headship Team will drive the agenda at all times in order to be respected as senior colleagues.

## **DAY-TO-DAY**

### **Pastoral Managers/Pastoral Assistants**

Pastoral Managers play a vital role in managing the pupils outside of lessons on a day-to-day basis. They know the pupils and communicate via a walkie-talkie system. One Pastoral Manager is on duty each day. They are responsible for duties at the end of the day and work closely with the community police officer and outside agencies.

They share information about pupils at a daily Pastoral Briefing before school and once per week at a Pastoral Management Meeting.

In addition, Pastoral Managers are in close liaison with the LSU and external agencies.

They receive reports from teachers and others. They are able to track and support individual pupils and groups of pupils.

Equally, Pastoral Managers play a vital role in communicating individual crisis points for pupils and negotiating ways forward, including agreements about Contracts and PSPs.

They play a vital role in screening meetings and monitoring year groups.

House Assemblies are a key feature of the week, with emphasis on Rewards and, where appropriate, key behaviour issues affecting the House and the school. Pupils and tutors play an active role in the House Assemblies.

### **Pastoral Managers/Pastoral Assistants must ensure that they:**

1. Follow-up major incidents of poor behaviour, especially those outside of the classroom.
2. Give regular feedback to referring teachers and tutors.
3. **CREATE A LIST OF PUPILS CAUSING CONCERN** and ensure that these pupils receive **CONTRACTS** and have **PSPs** (Pastoral Support Plans).
4. Meet with the parents of those pupils **CAUSING CONCERN** regularly.

5. Ensure that data on all pupils including PUPILS CAUSING CONCERN is regularly updated and that systems of support via Key Stage Co-ordinators (Key Stage 3/Key Stage 4).
6. Ensure that there is good order at all times, especially at breaktime and lunchtime.
7. Make recommendations to exclude through Ms Williams and/or Key Stage Co-ordinators (Key Stage 3/Key Stage 4).
8. Treat all pupils with care.
9. COMMUNICATE effectively with tutors, subject teachers, Head of Department, Assistant Headteachers, Deputy Headteachers and so on.

# **BACK TO BASICS DAILY PROGRAMME**

## **MAINTAINING THE DAILY DRIVE**

### **1. DAILY REVIEW OF THE BACK TO BASICS PROGRAMME**

Given the complexity of the pupil population this is essential. Furthermore, there may be occasions throughout the year when we have to react to major social and community events.

- A major terrorist alert.
- A large police swoop on local estates for reasons linked to crime or allegations of crime.
- Incidents involving gangs and their reverberation on pupils who attend the school, their families and friends.
- A prisoner(s) alleged to have been abused in police custody.
- Inter-school issues.
- Drug raids in the community.
- Incidents involving mental health problems in the community which are frequent.
- Inter-cultural problems.
- Inter-religious problems.
- Family crisis issues, some of an extreme nature.

The school is undoubtedly on the ‘front-line’ when these events occur. The Pastoral Managers and some tutors are usually responsible for spending many hours unravelling and making sense of complex and detailed problems. This is often time-consuming and resolution is often difficult. We try to use Restorative Justice techniques as often as possible. Undoubtedly, major problems outside of the immediate school community affect the day-to-day management of the school. These problems are frequent. We have to respond, not blame. We acknowledge the difficulties, report to Governors and after a period of reflection move forward, at times with difficulty. It is part of the reality of managing a challenging school in a challenging community. To do nothing results in chaos. We are constantly reviewing and adjusting our strategies in order to manage the problems within our limited resources.

## **2. DAILY PASTORAL BRIEFINGS**

These meetings have been in existence since 2000. They are held in the Headteacher's office, led by a Deputy Headteacher and involve all the Pastoral Managers, the Restorative Justice Co-ordinator, the Director of Year 11 and the Director of Pupil Support.

- The meetings reflect what has taken place during the previous day in terms of major incidents.
- They therefore provide a forum for discussion and decision, making it the highest level in the school.
- Reports from Duty Team Leaders (i.e. Pastoral Managers /Director of Pupil Support) are analysed and appropriate action/follow-up takes place.
- Records are kept on a database by the relevant Deputy Headteacher.
- It is an integral part of our daily Back to Basics drive and vital to maintaining standards day-to-day.
- These meetings act as a proactive mechanism. We are able to tackle whole-school issues quickly e.g. congratulate pupils (individually and collectively) for positive behaviour at Whole-School, House and/or Key Stage Assemblies and where appropriate we are able to discipline 'together'.
- The meetings are a model of good practice.

## BACK TO BASICS DAILY PROGRAMME

### SANCTIONS FOR POOR BEHAVIOUR

1. All teachers can, via their Pastoral Manager/Director of Learning/Headship Team, Line Manager, recommend an exclusion from school through Ms Williams (Assistant Headteacher).
2. We expect Heads of Departments/Directors of Learning to **investigate** incidents and recommend sanctions. This will save time. This will ensure that sanctions are applied through departments. No-one should feel disempowered.

It will of course be necessary to communicate action(s) taken with the respective Pastoral Manager.

Equally, Pastoral Managers are expected to communicate action(s) in respect of pupils taken with departments and tutors.

3. Teachers are expected to follow the Discipline and Behaviour Policy with care.

At the same time:

- We expect staff to treat pupils fairly and with respect.
- Enforce our expectations of pupils and work towards a common goal.
- REWARD PUPILS FOR GOOD BEHAVIOUR AND WORK.
- PRACTICE THE POSITIVE BEHAVIOUR MANAGEMENT STRATEGIES OUTLINED IN THE BEHAVIOUR POLICY AND PROCEDURES GUIDE.

## **BACK TO BASICS DAILY PROGRAMME**

### **DAILY MONITORING BY PASTORAL MANAGERS/PASTORAL ASSISTANTS AND ASSISTANT HEADTEACHERS**

The purpose of this layer of monitoring and supports is to have a continuous record of pupils' equipment and their behaviour across the school.

The information derived from a classroom visit is given to the Assistant Headteacher (Pastoral), put on a database and followed up by Pastoral Managers.

### **CLASSROOM ETIQUETTE**

The following code should be consistent for all classroom visits to ensure planned lessons can continue smoothly.

- Visit at least two lessons a day.
- Ensure the visit is not longer than **ten minutes**.
- Speak quietly to pupils if there is an issue with uniform, behaviour or attitude.
- Make it clear to the pupils they are the focus not the teacher.
- Be encouraging and make positive remarks before exiting the classroom.
- All pupil referrals must be submitted to Ms Williams and the appropriate Pastoral Manager (incorrect uniform, lack of equipment, attendance, punctuality) for data analysis and follow-up. The key issue is the follow-up by Pastoral Managers which should include action to reward and/or to impose appropriate sanction.
- Regular feedback to staff meetings and the Headship Team.
- Reports to form part of the Termly Monitoring by the Pupil, Parent and Community Committee.

**PUPIL AND EQUIPMENT CHECK**  
**Assistant Headteacher/Pastoral Manager Classroom Visits**

AHT \_\_\_\_\_ HoH \_\_\_\_\_

Date \_\_\_\_\_ Lesson 1 2 3 4 5 6 (circle relevant number)

Subject \_\_\_\_\_ Teacher \_\_\_\_\_

<u>Criteria to check</u>	<u>Response</u>	<u>Comments/pupil referrals</u>
<b>Are pupils on task?</b>	All	
	Most	
	Some	
	Few	
<b>Is behaviour towards work, teacher and peers positive?</b> <b>Are pupils behaving in a manner conducive to learning?</b>	Yes	
	No	
<b>What is the standard of school uniform?</b>	High	
	Good	
	Satisfactory	
	Poor	
<b>How many pupils on the class register?</b>		Boys: _____ Girls: _____
<b>How many pupils attended the lesson?</b>		Boys: _____ Girls: _____
<b>Is the School Code of conduct on display?</b>	Yes	
	No	
<b>How organised are the pupils? Evidence of equipment</b>	pen	Comment on the number of pupils with and without equipment:
	pencil	number of pupils with equipment: _____
	sharpener	number of pupils without equipment: _____
	rubber	Name of pupils to refer
	ruler	
	exercise books	
	planners	
	PE kit	

**IMPLEMENTATION, SUPPORT  
AND MONITORING**

## **SCHOOL SUPPORT STRUCTURES**

- Pastoral Managers, who are non-teaching members of staff, play a vital role in monitoring and supporting pupils.
- Pastoral Managers will continue to be the main point of contact within the school and will work closely with pupils, parents, tutors and teachers to utilise support strategies and structures for individual pupils and groups of pupils.
- Pastoral Managers play a prominent role in our daily Back to Basics drive and are responsible for making decisions about the allocation of support strategies and structures.

## 1. THE LEARNING SUPPORT UNIT (LSU)

The Learning Support Unit (LSU) exists to enable a wide range of ‘support’ services for pupils to be co-ordinated.

The LSU will support staff day-to-day through the monitoring of the ‘Satellites’, Internal Exclusions and Pupil Support.

There will be regular reviews of the LSU through Inter-Service Meetings.

The Deputy/Assistant Headteacher (Inclusion/Pastoral) plays an important role in monitoring the work of the LSU.

The LSU Manager works with Learning Mentors and others to implement challenging targets. The LSU Manager also manages the ‘Satellites’.

## 2. INCLUSION SUPPORT SERVICES

The school has developed educationally inclusion provision to the advantage of all pupils.

This extensive provision includes the following:

<ul style="list-style-type: none"><li>• Social Skills Training</li><li>• Counselling</li><li>• Mentoring/Coaching</li><li>• Saturday School</li><li>• Gifted and Talented</li><li>• Target-Setting</li><li>• After-school clubs and societies Restorative Justice</li><li>• Buddy System</li><li>• Anger Management</li><li>• CHABOP</li><li>• Young Carers</li><li>• Parents for Inclusion</li><li>• Specific support for groups of parents Refugees</li></ul>	<ul style="list-style-type: none"><li>• SEN/EAL</li><li>• Revision Classes</li><li>• Individual Education Plans (IEPs)</li><li>• Single-sex classes</li><li>• Academies</li><li>• Regular reviews</li><li>• Literacy Workshop</li><li>• Work with Travellers</li><li>• Police School Liaison Officer</li><li>• School Welfare</li><li>• Educational Psychologist</li><li>• Prefects</li><li>• Presidents/Vice Presidents</li><li>• Trainee Leaders</li><li>• Civil Responsibility</li></ul>	<ul style="list-style-type: none"><li>• Ant-Gang Work/Boys to Men (Paul Wilson-Eme/Twilight Bay)</li><li>• Residential for catch-up learning</li><li>• Support from specialist groups, such as the Pupil Referral Unit (PRU)/Speech and Language Therapy</li><li>• Learning Support Units (LSUs)</li><li>• Pastoral Managers Personalised Curriculum</li><li>• Leadership Programmes</li><li>• Supported Curriculum</li></ul>
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### **3. DAILY REPORTS**

One of the most effective ways of monitoring pupils' behaviour is the use of a Report Card. When a pupil is put on report it is a serious matter and should not be taken lightly. However, it has proved necessary to have different levels of daily reports in order to constantly improve our school.

#### **A Tutor Report Card**

This is where a tutor monitors a pupil with a report card. It indicates that the pupil has caused enough concern to warrant a period of monitoring. The timescale will usually be for a period of two weeks. At the end of that time the concern will be reviewed.

A report card might also be issued by the Director of Learning or Head of Department to monitor behaviour within a particular subject area. In this case the Pastoral Manager will be informed when a pupil is put on report.

#### **Pastoral Report Card**

The Pastoral Manager Report indicates a more serious situation. The card will be issued by the Pastoral Manager. Again the initial period of the report will be specified and a review will take place before the pupil is taken off report.

#### **Assistant Headteacher/Deputy Headteacher Report Card**

A pupil carrying a red report card is on report to an Assistant Headteacher/Deputy Headteacher. Matters are very serious at this stage. By the time a red report card is issued, there will have been a Case Conference to discuss the pupil. Parent(s)/Carer(s) will have been into school and met with the Assistant Headteacher/Deputy Headteacher involved in the process.

Pastoral Managers need to use their discretion in managing individual cases.

More serious offences can and should by-pass this system and the Assistant Headteacher/Deputy Headteacher will be able to recommend internal exclusion, provided that there is sufficient evidence to support such action.

### **4. USE OF 'SATELLITES' IN THE KEY STAGE 3 BUILDING**

Given the fact that most pupils in Years 7, 8 and 9 will be educated largely in the new Key Stage 3 building, we have set up two new 'Satellites' to support staff on a day-to-day basis.

- Each 'Satellite' will cater for no more than six to eight (6 – 8) pupils.
- Each 'Satellite' will offer immediate and temporary support for pupils who are disruptive in lessons.
- To refer a pupil to a 'Satellite', staff must complete an 'Out of Class' Permission Slip.

- Staff must complete a Referral Slip after the lesson to enable follow-up action and support to take place.
- Pupils will be given work to complete during the lesson.
- Directors of Learning/Heads of Department/Pastoral Managers/Key Stage Co-ordinators/SENCO will receive daily information about referrals to each ‘Satellite’.
- Each Pastoral Manager will conduct follow-up work and determine next steps for pupils.

In Key Stage 4, there are no ‘Satellites’ because by and large we expect pupils to have greater self-control and to be independent learners.

## **5. REGULAR PATROLS**

There will be regular patrols in both the Key Stage 3 and Key Stage 4 buildings by:

- Pastoral Managers
- Year Group Co-ordinators
- Directors of Learning (e.g. Learning Walks/Monitoring of the Curriculum)
- Senior members of staff
- Gilbert Bryan (Key Stage 3)
- Key Stage Co-ordinators
- Security Officer (Key Stage 4)

It is important that Staff monitor ‘blind spots’ and record names/incidents for data collection and follow-up work. Staff should ensure that the relevant Pastoral Manager receives data in order to monitor and support pupils.

## **6. INTERNAL EXCLUSIONS (RE-FOCUS)**

The latest guidance on Internal Exclusions is available from the DfE.

Internal Exclusions are an integral process within the school and is used when the objective is to remove pupils from class.

- It is a formal process within the school, but it is not a legal (external) exclusion.
- It is used as a sanction to accommodate those pupils who have been removed from lessons for a short period.
- The purpose is to provide appropriate supervised education, not simply a punishment. It is designed to secure improvements in the pupils’ behaviour.
- It offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted.

- Staff must ensure that there is available evidence to support an Internal Exclusion.
- Internal Exclusions will not become long-term respite care or a ‘dumping ground’ for pupils.
- Internal Exclusions are not a fast-track to Permanent Exclusion.

### **Authorisation**

An Internal Exclusion must be authorised by the Assistant Headteacher with responsibility for Inclusion (Pastoral).

- All Internal Exclusions will be reported to the Headteacher (Governors).
- Parents will be notified about the seriousness of this sanction.
- Pupils will complete planned and structured work.
- The Internal Exclusion will operate at different start and finish times compared to the rest of the school.
- Pupils will be asked to consider the consequences of their actions and how they might put a situation right during the time they spend on Internal Exclusion.
- Formal letters will be sent to parent(s)/carer(s) and indeed parent(s)/carer(s) will be interviewed and PSPs negotiated and agreed.
- Pupils will have access to counselling/mentoring support.

The Assistant Headteacher/Inclusion (Pastoral) will monitor Internal Exclusions and will produce Monitoring Reports for the Pupil, Parent and Community Committee (PPC).

## **7. MULTI-AGENCY WORK**

This multi-agency initiative aims to target vulnerable pupils and support them individually and/or in small group situations. Pupils who are involved in the project will have been identified as having difficulties with either one or a combination of the following

- Truancy from school.
- Truancy from individual lessons.
- Risk of exclusion.
- Peer group interaction.
- Violent/destructive behaviour.
- Criminal behaviour.

This support aims to significantly reduce permanent and fixed term exclusions.

We also aim to provide a short-term positive learning experience within a welcoming environment by offering a small structured environment geared to specifically address individual needs such as

- Learning to control temper.
- Identify stress levels.
- Understand the consequence of their actions.
- Transform aggression into assertion.
- Increase personal motivation to learn.

This will be achieved through various specialised programmes, for example listening skills, social skills, training for empathy and anger management. The pupils will be closely monitored during and after they have completed their individual programmes.

This allows pupils to meet their true academic, social and emotional potential. Through circle-time activities and counselling we hope to encourage the pupils to become independent learners who can return to the “mainstream” as soon as possible. In addition, we hope that pupils will have a greater understanding of the impact of their behaviour on themselves as well as those around them and ultimately become better citizens within and beyond the school. At present the impact of the behaviour of some pupils profoundly affects the ability of other pupils to access the curriculum.

This work is committed to equality of educational opportunities and outcomes, which enables pupils to achieve their full potential.

Promoting equality of opportunity is central to the effectiveness of the project. The view that everyone involved is equally valued cannot be overstated. Learning is best achieved through positive experience within a safe caring environment where individual differences are not only acknowledged but also incorporated into the learning process.

## **8. PASTORAL SUPPORT PROGRAMME (PSP)**

The use of the Pastoral Support Programme is consistent with the view that the best place to educate pupils is in school, but that with some pupils additional support may be needed. Where PSPs are effective, pupils will not be permanently excluded.

- A PSP is a planned school-based intervention prepared by the school in discussion with parents.
- The PSP provides an opportunity to ensure that all available strategies are attempted and that there is help to prevent further exclusion and reduce disaffection.
- A formal PSP meeting also provides an opportunity for review where we believe that all available strategies have been used and there is help to prevent further exclusion and reduce disaffection.

- A PSP can be set up alongside other plans, in particular Individual Education Plan (IEP) or Care Plans (for Looked After Children).

### **PSP WILL BE SET UP AT PLATANOS COLLEGE IN THE FOLLOWING SITUATIONS:**

- There is a serious risk of a pupil being permanently excluded. The purpose of the PSP will be to help prevent further exclusion.
- Following a series of fixed period exclusions.
- Where there is a marked and rapid deterioration in the behaviour of the pupil.

### **THE PROCESS**

The following people should attend a PSP meeting

- The Pastoral Manager and/or the Director of Pupil Support
- The pupil
- The pupil's key worker
- The pupil's parent(s)/carer(s)
- A representative of the LEA

### **BEFORE A PSP MEETING THE SCHOOL WILL:**

- Identify the staff who should be involved and make contact with parents and outside agencies and if necessary the Local Authority.
- Identify a member of staff who can fulfil the role of the key worker within the school.
- Arrange a meeting as quickly as possible to avoid further slide towards permanent exclusion.
- Give all concerned, especially the pupil, parent(s)/carer(s) and outside agencies reasonable notice of the meeting.
- Assess the learning needs of the pupil.
- Check the medical history and monitor the classroom behaviour.
- Identify agencies that have had an involvement with the child (e.g. EP, EWS, Social Services, Child Guidance).
- Identify strategies which have been tried.
- Try to obtain the pupil's point of view.

## **DURING THE PSP MEETING THE SCHOOL WILL:**

- Explore underlying issues which may not have been identified, e.g. bullying, access to the curriculum, domestic issues.
- Identify adults and peers both in and out of school who may have a good relationship with the pupil and may be able to help in the PSP.
- Set out some key objectives to be met during the programme.
- Identify targets for the pupil to meet. These should be short term (e.g. will parents be able to help with these targets? Who in the school will discuss the targets and monitor progress?).
- Consider practical strategies to reinforce the programme at home.
- Identify behaviour to be rewarded.
- Consider how to implement the programme within the school in order to involve appropriate staff and ensure a consistent approach from all staff.
- Consider who in the school will manage the plan and monitor progress.

Generally, PSPs will be planned for a period of 16 working weeks. The timescale, however, will depend on the individual programme.

The PSP will be regularly reviewed. If a programme is 16 weeks, there will be an interim review set for 8 weeks into the programme.

The school will complete the PSP and ensure that copies are sent to the parents, the Local Authority and other agencies who have an involvement.

The Governing Body will monitor all PSPs through termly reports from the Deputy/Assistant Headteacher (Pastoral).

## **MONITORING OF SUPPORT STRUCTURES AT PLATANOS COLLEGE**

- The Policy outlines the high impact monitoring at a day-to-day level in the daily Back to Basics drive.
- Also, the Policy is explicit under the section on overall Implementation Strategy about the monitoring reports from Pastoral Managers to the Pupil, Parents and Community Committee in particular.
- The Inter-Service meetings will co-ordinate the work of all the support structures operating in the school including the Pastoral Manager, as well as outside the school to monitor pupils causing concern, who have marked individual needs, are vulnerable and/or who are on the Child Protection Register.

### **INTER-SERVICE MEETINGS**

The Inter-Service meetings will include Pastoral Managers, the SENCO, LSU Co-ordinators, the EAL Co-ordinator, the School Counsellor and the Assistant Headteacher with responsibility for Pastoral care.

The Committee will meet once per term in order to discuss and review the following:

- Review Pastoral initiatives.
- The use of the Referral Room.
- Groups of pupils/individual pupils causing concern.
- Review Respite and internal as well as external exclusion.
- Assess the impact of inter-services on the management of behaviour.
- Attendance and Punctuality.
- Looked After pupils.
- Pupils on the Child Protection Register.
- Restorative Justice.
- Make recommendations to the Headteacher and the Governors' Resources Committee regarding current resources and future programmes.

**ANTI-BULLYING CHARTER  
BY PUPILS FOR PUPILS**

## **ANTI-BULLYING CHARTER BY PUPILS FOR PUPILS**

Platanos College will not tolerate the bullying of any member of the school community.

The Platanos College community is made up of pupils, parents/carers, governors and all staff.

We must all agree to report any incidents of bullying and anyone found guilty of bullying will be punished up to and including exclusion, depending on the seriousness of their behaviour.

The following charter was written by the School Council.

In our school we take bullying seriously and recognise there are different forms of bullying, all of which can cause pain and upset.

Our school has a dream that we will show how proud we are that our school is one where

- There is no name-calling.
- There are no threats.
- People do not talk about others in a negative way.
- People do not pass notes about others.
- People are not pushed in the dinner line.
- People do not exclude others from their groups.
- We report those who bully others.
- People do not make racist, sexist or homophobic comments.

Our school has a dream and commitment to see that those who disrespect others and make others feel unhappy or excluded will not have a place in our community.

We have a dream that all of us here will work hard to follow our agreement not to harm others with words or actions.

We are pleased to be part of our dream and community.

**DRUGS/SUBSTANCE USE  
AND MISUSE**

## **DRUGS/SUBSTANCE USE AND MISUSE**

### **SCHOOL STATEMENT**

- The school does not tolerate or condone the misuse of drugs and alcohol by any member of the school.
- The school does not tolerate or condone the illegal supply of drugs and alcohol by any member of the school community.
- The school is committed to the Health and Safety of all in the community and will take action to protect and safeguard their well-being.
- The school will support pupils in need or at risk.

The school will inform and educate pupils about the consequences of drug and substance misuse.

Through its links with Drugs Education and pastoral care, the school is proactive in respect of this matter, believing that health education is a vital part of the Personal, Social and Health Education (PSHE) of every pupil.

We will work closely with parent(s)/carer(s) and outside agencies by keeping them informed and involved at all times which is key to the successful implementation of this Policy.

We recognise that we have a Duty of Care and will be sensitive to situations.

## **OUR AIMS ARE**

- To help young people resist drug and substance misuse in order to achieve their potential.
- To enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills, e.g. in decision making.
- To provide accurate information about drugs and substances.
- To increase understanding about the implications and possible consequences of use and misuse.
- To encourage an understanding that certain people need drugs to sustain a healthy lifestyle.
- To widen understanding about related health and social issues e.g. sex, sexuality, crime, sickle-cell, thalassemia, HIV and AIDS.
- To develop and enhance pupil's decision making and assertiveness skills to aid them in resisting drugs and substances.
- To enable pupils to identify sources of appropriate personal support.
- To provide a basis for evaluation of the effectiveness of the school's approach to education and the management of drug related incidents.

## **THE ROLES OF THE HEADTEACHER AND THE GOVERNING BODY**

The Headteacher takes overall responsibility for the Policy and its implementation, for liaison with the Governing Body, parent(s)/carer(s) and appropriate outside agencies, especially through our Healthy Schools Partnership.

The Pastoral Managers will monitor any incidents of substance misuse that may occur.

The Headteacher will ensure that all staff dealing with drug and substance issues are adequately trained and supported.

## **CONTEXT**

Drug and substance education will be provided in the broader context of the teaching of PSHE. It will take account of the age, sex and cultural/social background of the pupils at which it is targeted. It will aim to involve the parents and encourage them to take an interest.

## **OUR APPROACH AT PLATANOS COLLEGE**

It will be delivered in a clear and honest manner that informs without encouraging drug and substance misuse. Active pupil participation will be encouraged with adequate teacher

supervision. To maximise its effectiveness it will be provided at regular intervals throughout the school career in a manner appropriate to the age of pupils and will draw upon the additional support of outside agencies.

While PSHE will take a continuous valuable lead in the approach to implementation of this policy, Platanos College has a desire to implement through a whole school approach. To that end, many of the following strategies will be adopted across the school throughout the academic year.

- Entering into National Health events such as World AIDS Day, No Smoking Day, Mental Health Day, European Drug Prevention Week, drink-drive campaigns, etc.
- Assembly topics.
- Theatre in Education.
- Health weeks within the school.
- Debates as part of Citizenship.
- Drug education across the curriculum e.g. in PE lessons, literacy, Citizenship etc.
- Parents' evenings.
- Letters home or school newsletters.
- Drop-ins.
- Workshops.

We work with parents via the following methods

- Meetings.
- Displays in the foyer.
- Letters home.
- Prospectus.
- Pupil planners.
- Workshops in Years 7 to 11.

### **VISITORS AND OUTSIDE AGENCIES**

Before involving visitors in drug and substance education, or any aspect of health education, the following will be considered

- Does the visitor share the school's values and approach to health education?
- Will the information be impartial?
- Is the contribution from a visitor appropriately planned with preparation and follow up work?
- Is the visitor appropriate for the age and maturity of the year group?
- How much does the visitor cost?
- Does the Local Authority recommend the visitor?

Visitors will not be left alone with pupils. The teacher needs to be part of the experience so that they can provide appropriate follow up work and to ensure the safety of the pupils.

## **DRUG EDUCATION PROGRAMME OF STUDY**

### **a) Aims**

Drug education will:

- Provide accurate and comprehensive information.
- Correct misunderstanding.
- Build on knowledge and understanding.
- Explore attitude and values towards drugs, drug use and drug users.
- Develop pupils' understanding of rules and laws.
- Develop pupils' interpersonal skills.
- Develop pupils' self-awareness and self-esteem.
- Explore the risks and consequences of their own and others' actions relating to drugs.
- Be relevant to the needs of pupils and the school community.
- Enable pupils to make healthy, informed and safe choices by increasing knowledge, challenging attitudes and developing skills.
- Provide accurate and comprehensive information about substances.
- Increase understanding about the implications and possible consequence of drug use.
- Enable pupils to identify appropriate support.
- Teach skills that help resist pressure on young people to use/misuse drugs.

### **b) Organisation**

Drug education issues are addressed through PSHE programmes in Key Stages 3 and 4 and within other curriculum areas such as RE, PE and Science. The programme has been developed and delivered by the PSHE Department together with representatives from external agencies, including the Youth and Community section of the Metropolitan Police. The Scheme of Work for Drug Education is available in the PSHE Department.

### **c) Content**

Curriculum planning for Drug Education appears in the PSHE units of work for each year group and pupils are consulted by a needs assessment, surveys and through School Council representatives. It builds on the work carried out by colleagues in primary schools.

Planning has taken account of SCAA Drug Education, Curriculum Guidance for Schools 1995, the DfE Circular 4.95, Drug Prevention and Schools and the Science National Curriculum orders.

### **d) Visitors and Outside Agencies**

The school will have a Code of Practice to inform its work with external agencies.

#### **e) Learning, Teaching and researching**

A variety of approaches will be used including whole class discussion, focused small group work and individual activities supported by resources such as external agencies, videos and specialist teaching materials. Supporting resources held in the PSHE resource base areas are appended to this policy.

#### **f) Methodology**

Drug education shares features of well-taught lessons in all subjects. In addition, the following good practice guidelines underpin effective drug education.

- Establish ground rules.
- Start with pupils' experiences.

Use an active learning approach.

#### **g) Drug Education in the Curriculum**

For an outline of what should be taught, Platanos College refers to the QCA Guidance on Drug, Alcohol, Tobacco Education (2003). These guidelines need to be adapted to pupils' needs and abilities and provide clear outcomes for each Key Stage as part of the revised National Curriculum. An example of an education scheme of work is given in Appendix 4 and this provides some suggested learning outcomes for a scheme of work. This is guidance and not meant as a prescriptive scheme of work.

#### **For example**

The school is committed to providing an accurate drug education curriculum that meets the statutory requirements as set out in the National Curriculum Science Order September 2000 (see page 6 section 1.7). Further, to go beyond that to include a wide-ranging scheme of work that empowers our pupils to make healthy, informed choices about drugs and alcohol throughout their lives.

We are guided by the 1988 Education Reform Act which asks schools to provide a broad and balanced curriculum that

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society.
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

The curriculum will reflect a balance between

- Personal and social skills.
- Knowledge and understanding.
- Attitudes and values.

## **h) Resources**

Resources will be bought with reference to the document, 'The Right Choice: Guidance on Selecting Drug Education materials for Schools' and the school's Equal Opportunities Policy so that they are accessible and relevant to all the students.

The drug resources will be catalogued and kept in the PSHE Department. This will be made clear to the teaching staff. The Head of PSHE will be responsible for maintaining the resources.

## **i) External contributors to drug education**

When involving external agencies, the school will use the Healthier Schools Partnership's 'quality Assurance Framework'.

## **j) Staff Training and INSET requirements**

As part of the school's commitment to providing a comprehensive scheme of work, the training needs of the staff will be monitored regularly as part of the regular review of the Drug Education Policy. Basic training will be updated on a regular basis to all teachers of PSHE. More detailed training will be made available to the lead for Drug Education in the school and those that request additional support. The Drug Education Policy will be included in staff induction.

**k)** Since July 2007 the school has been a smoke-free site.

## **MANAGING DRUG-RELATED INCIDENTS**

### **a) Context**

- Staff set examples and are role models.
- The school has clearly established rules concerning the possession of legal/illegal drugs.
- Exchange and supply of legal/illegal drugs.
- Being under the influence of legal and illegal drugs.
- The administration and storage of all medicines.

When dealing with a drug incident the relevant policies will be taken into account.

These may include

- Confidentiality Policy
- Child Protection Policy
- PSHE Policy
- Behaviour Policy
- Health and Safety Policy
- Medicines Policy
- Working with external agencies

**b) The school has developed a range of options for responding to the identified needs of those involved in a drug incident.**

Examples include:

- Pastoral Support Programme.
- Early intervention.
- Referral.
- Behaviour contract.
- Inter-agency programme.
- Fixed period exclusion.
- Counselling or other interventions through appropriate agencies.
- Mentoring.
- Supervised break times.
- Involvement in extra curricular activities.
- Family conferences.
- Research project on drugs or related topics.
- Involvement in after school clubs.
- A managed move.
- Providing appropriate literature for children of drug using parents/carers.
- Parents/Carers may benefit from referral to a parenting support programme or group. (CAMHS currently have a worker who may be able to assist – see Appendix).
- Keeping open communication between the school and parent/carer on the child's progress.

**c) Authorised Drugs**

Medicines or 'legal' drugs must be authorised by the Headteacher or a delegated member of the Senior Management. If they are to be allowed in school, storage of such drugs will be the responsibility of Welfare Supervisor in the office.

**d) Unauthorised Drugs**

Most drug incidents are likely to involve legal substances such as tobacco, alcohol or volatile substances.

Existing school behaviour, disciplinary and health and safety policies should inform the management of drug incidents and these policies should take into account the guidance offered here. Sanctions used will be consistent with those in place for other breaches of school rules of similar severity.

- Similar sanctions are applicable if incidents occur on trips, residential visits or any other exercise that involves off school site experience.

**e) Finding drug related paraphernalia on school grounds e.g. needles/syringes procedure ring 020 7926 8888 Lambeth Rapid Response Team.**

#### **f) Defining and Identifying Drug Incidents**

What constitutes a Drug Incident needs to be clearly defined within the Policy.

Drug Incidents could fit into the following categories

- Drugs or paraphernalia found on school premises.
- Pupil in possession of drugs or paraphernalia on school premises.
- Pupil supplying drugs on school premises.
- Pupil under the influence of drugs on school premises.
- Sale or supply of drugs is believed to be taking place close to the school.
- Pupil disclosure about their own or family member/friend's/drug misuse.
- Pupil disclosure that friends or parent/carer are supplying drugs.
- Parent/carer of staff member's suspected drug misuse.

**g) Sanctions** applied to pupils involved in drug-related incidents will be applied fairly and consistently.

**h)** The member of staff responsible for management of drug-related incidents is the Pastoral Manager.

#### **i) Confiscation of Substances**

Where the pupil is believed or known to be in possession of legal/illegal drugs we will confiscate and retain them as evidence. The law permits schools to temporarily hold all such substances until they are destroyed by the school or handed to the SIO. These substances should be sealed in an envelope, which is dated, signed and countersigned by a witness and then kept in a secure place. The secure place for this purpose needs to be identified in the policy.

Please see the Policy on Screening and Searching pupils which is part of the overall Policy. The Policy will apply to Drugs.

#### **j) Storage**

Any substance confiscated must be stored in a secure place. It should be separately packaged with the date, time and place of finding noted on the packaging. The finder should sign his/her name on the packaging and should be witnessed by a colleague. Packaging should be "tamper proof".

Special consideration should be given to the storage of solvents as some solvents can create a health and safety risk.

#### **k) Analysis**

Once a substance has been confiscated it may be necessary to identify it. Do not taste or touch it. The police SIO/SSPO will arrange for it to be identified/tested if necessary.

## **1) Disposal**

Certain substances need to be disposed of under controlled circumstances. We will work with the police to dispose of illegal substances as effectively and as safely as possible.

## **USEFUL CONTACTS**

### **Lambeth Drug Education Team**

Lambeth Drug Education Team (LDET) is part of the School Improvement and Development Division and works with primary and secondary schools, supporting them to deliver drug education including drug policies and curriculum development.

It provides the following

#### **Advice and structured support regarding**

- Drug policy development.
- Drug education curriculum development.

#### **Training for:**

- Teachers
- Governors
- Learning mentors and other support staff
- Other professionals providing drug education in schools

#### **Support for drug education in schools by:**

- Demonstrating model lessons for teachers to observe.
- Supporting teachers delivering model lessons.
- Contributing to peer education programmes in schools.
- Encouraging young people's participation in drug education.
- Providing information for schools listing Lambeth approved organisations who can deliver drug education in schools.
- The provision and production of drug education resources for schools and information on resources to support the delivery of drug education.

#### **Contact**

Arabella Yapp and Simone Lane: 020 7926 9837

## **GUIDANCE ON EXCLUSIONS**

# **GUIDANCE ON EXCLUSIONS**

## **INTRODUCTION**

Exclusion is approached through the perspective of 'inclusion', a commitment on the part of Platanos College to educate all mainstream pupils and to use all reasonable strategies to encourage positive behaviour and to discourage and combat poor behaviour.

Fixed-term exclusion and permanent exclusion are the two most serious steps in the Discipline and Behaviour system of Platanos College.

## **EXCLUSION PROCEDURE**

Most exclusions are of a fixed-term nature and are of short duration.

The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed-term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.

The Governors have also established arrangements to review fixed-term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion, parents are contacted immediately where possible. A letter will be sent by post or email giving details of the exclusion and the date the exclusion ends. Parents have the right to make representations to the Governing Body as directed in the letter.

A return to school meeting will be held following the expiry of the fixed-term exclusion and this will involve the pupil's Pastoral Manager.

It is usual school practice to place the returning pupil on report to the Pastoral Manager to monitor behaviour and work. In the case of a fixed-term exclusion a Pastoral Support Plan (PSP) will usually be drawn up. This needs to be agreed with the school, pupil and parents. The Pastoral Manager and other support staff will decide on how a pupil will be reintegrated, supported and nurtured.

During the course of a fixed-term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises and that daytime supervision is their responsibility as parents/carers.

Permanent exclusion will generally be used as a last resort when all other reasonable steps to try to avoid permanently excluding a child have been taken and where allowing the child to

remain in the school would be seriously detrimental to the education or welfare of the pupil or to that of the others at the school.

Usually but not always, a pupil who is to be permanently excluded has shown a prior pattern of serious misbehaviour or disturbance. In these cases the school will have worked closely with the pupil and his/her family to try to prevent permanent exclusion. We use a variety of strategies as appropriate including the 'Pastoral Support Programme' (PSP) strategy, mentoring, social skills, curriculum modification, family therapy, individual counselling and group counselling according to the needs of the individual pupil.

Occasionally, permanent exclusion can be used for a single very serious incident. This might be an assault on a member of the school staff, a violent assault on another pupil, or the use of a dangerous weapon. These are just examples. In such a case the PSP and other strategies may have had time to run their course or may not even have been initiated.

### **AUTHORITY TO EXCLUDE**

The Headteacher is the only person with the authority to exclude a pupil (or in the absence of the Headteacher, the Deputy who is the acting Headteacher in that situation).

### **THE LEGAL PERSPECTIVE**

The school operates within the requirements of all relevant legislation and guidance.

The current relevant government guidance is "*Exclusion from maintained schools, Academies and pupil referral units in England*". This can be found online.

The relevant government regulations are:

- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

The school's legal powers to exclude are in the Education Act 2002.

The school will, where relevant, also have regard to "*Special educational needs and disability code of practice: 0 to 25 years*".

### **THE REPORTING OF EXCLUSIONS**

The school reports all permanent exclusions to the Local Authority.

All exclusions, of either type and of any duration, are reported regularly to the Chair of Governors and also to the Full Governing Body at its termly meetings.

The Governors' Pupil Disciplinary Committee, which usually consists of three members drawn from a pool of available Governors, has a number of functions in connection with exclusions.

- To offer advice to the Head on serious pupil behaviour which might lead to exclusion.
- To meet pupils and their parents, in order to review circumstances which might lead to exclusion, and to offer advice to all parties.
- To review exclusions and to receive representations from parents about exclusions, according to DfE guidelines.
- To help the school to formally review exclusions. To set targets for the positive use of exclusion and, where possible, for reducing exclusions; and to make representations to the LA and other bodies concerning exclusion and the destination of excluded pupils.

### **APPEALS TO INDEPENDENT REVIEW PANELS**

Parents have 15 school days from notice being given by the Governing Body of its decision to uphold a permanent exclusion to apply for an independent review panel hearing to review the decision.

Parents can ask the College to appoint a SEN expert to attend the Panel, which cost will be met by the College. The SEN expert's role is to provide impartial advice to the Panel about how SEN could be relevant to the exclusion.

The Independent Review Panel has the power to (1) uphold the exclusion decision (2) recommend that the governing body reconsiders their decision or (3) quash the decision and direct that the governing body considers the exclusion again.

The Panel does not have the power to direct a governing body to reinstate an excluded pupil.

Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents/carers can also make a claim to the First-Tier Tribunal (for allegations of disability discrimination) or a County Court (for other forms of discrimination).

### **LIAISON WITH PARENTS/CARERS**

When a pupil is excluded he/she is excluded directly into the care of her/his parent(s)/carer(s). The parent is contacted by the Pastoral Manager, normally by telephone and clear arrangements are made, as well as reasons for the exclusion being given. No child is removed from the school premises unless the parent/carers can accept responsibility for the child's care and safety.

The verbal contact is followed up immediately with a letter setting out the reasons for the exclusion via an Incident Report. It also explains the arrangements for the consideration of the pupil's re-admission, arrangements for the setting of work for the excluded pupil and the right for the parent to make representations about the exclusion to the school's Governors and how to contact the Governors. A copy of the letter accompanies the form reporting the pupil's exclusion to the Local Authority and others.

### **EXCLUSION AND EQUALITY LEGISLATION**

The same approaches to exclusion will be used by the school irrespective of the gender, race or cultural background of the pupil.

The school is aware of the need to demonstrate that its exclusion processes are fair and do not result in the exclusion of disproportionate numbers of any identifiable group. The school has put robust systems in place to monitor exclusions.

The school endeavours at all times to comply with the requirements of the Equality Act 2010.