



Discipline and Behaviour Policy (Updated 2014)

“Good behaviour is a necessary condition for effective teaching to take place”.

(Education Observed 5 – DFES 1987)

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour.

1. Rationale

At Astley Community High School, we aim to involve our pupils (applicable to pre 16 pupils and post 16 students) in rules and principles in such a way that autonomous moral behaviour is encouraged through clear and rational rules which are fair and applied consistently. These are based on safety, consideration of others and respect for property. We believe that good behaviour and discipline in our school is essential for effective teaching and learning to take place. A clear, approved, understood policy, supported by all those who are involved in, and with, the school is needed so our aims can be met.

2. Aims

- 2.1 To promote a purposeful atmosphere throughout school which is conducive to effective teaching and learning.
- 2.2 To encourage everybody in school to be calm, courteous, considerate and relate well to each other
- 2.3 To encourage all pupils to show, through their actions, that they know the difference between acceptable and unacceptable behaviour.
- 2.4 To encourage pupils to take responsibility for their actions, and, in doing so, develop their self-esteem and self-discipline.
- 2.5 To ensure that the school's expectations and strategies are widely known and understood.
- 2.6 To ensure consistency of response to both positive and negative behaviour.
- 2.7 To encourage a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.
- 2.8 To promote early intervention.



3. Implementation

- 3.1 We have a series of structures and documents which, firstly, set out to teach and encourage self-discipline and mutual respect and, secondly, which provide clear statements of our measures for dealing with matters of discipline.

Behaviour for learning (BFL) is the behaviour management programme which we follow in school.

- 3.1.1 Classroom Rules, Corridor Rules and Dining Hall Rules (formally referred to as Codes of Conduct).

These are statements of our basic rules. (They will be incorporated into the Pupil School Diary and Parent's Handbooks, are displayed prominently throughout the school and all pupils are familiar with their contents). They have been drawn up in consultation with staff, pupils and parents and are used in PSHE/Tutorial time for teaching principles of good conduct and respect for one another.

- 3.1.2 BFL Handbooks

These contain detailed information about the principles of BFL which are intended to ensure both that good behaviour is rewarded and that sanctions are consistently applied by all staff.

A summary of sanctions, and when they should be applied, is also contained in the booklet, as is a Summary of Rewards and Sanctions – for ease of reference.

Staff who are not form tutors receive a copy of all the relevant BFL documentation contained in the Tutor Handbook.

- 3.1.3 Pupil School Diary

The pupil diary already includes information regarding expectations with regards to school uniform, hairstyle and jewellery guidelines, in addition to a copy of the Home-School Agreement.

- 3.2 Periodically, as appropriate, Assemblies, Form Period and letters to parents will be used to reinforce matters of discipline and to raise awareness of new issues which may arise.
- 3.3 Other policies (eg Drugs, Anti-Bullying) deal with specific discipline issues and should be referred to as necessary.
- 3.4 The principles of the BFL Programme will receive a dedicated lesson and assembly time at the beginning of the Autumn Term.
- 3.5 Pupil's behaviour outside the school on school business – for example, on school trips, away sports fixtures, work experience etc – is subject to this policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in school.



- 3.6 Unacceptable behaviour outside school, but not on school business, may result in the Headteacher taking disciplinary action if there is a clear link between the behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This includes pupil behaviour in the immediate vicinity of the school, or on a journey to or from school.
- 3.7 The school is committed to working to 'include' pupils. Pupils whose behaviour is giving cause for concern will be monitored by the Form Tutor and the Student Progress Leader (SPL). Incidents will be recorded in the pupil's personal log and when/if appropriate will be subject to a Pastoral Support Programme. This will be drawn up by the SPL/or SENCO, as appropriate. The SPL will communicate concerns to parents/carers and, if appropriate, will liaise with the Assistant Headteacher (Student Inclusion and Support), subject teachers, SENCO and other agencies (Educational Psychologist, Behaviour Support Team, PRU, School Nurse, BLISS Mediation, SORTED, Education Welfare Officer etc) to enlist support for the pupil.
- 3.8 Lunch-time supervisors operate the same BFL policy to monitor behaviour at this time. They are supported by Duty Staff and SPLs.

4. Responsibilities

- 4.1 The Headteacher and Assistant Headteacher (Student Inclusion and Support) are responsible for communicating the contents of the policy to parents, pupils and staff.
- 4.2 The Headteacher, through the Assistant Headteacher (Student Inclusion and Support), is responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.
- 4.3 Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedure consistently.
- 4.4 The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic and national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- 4.5 Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.



- 4.6 Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- 4.7 It is the responsibility of the Assistant Headteacher (Student Inclusion and Support) to review the BFL programme, in consultation with staff, Governors, pupils and parents as deemed appropriate.

5. Monitoring & Review

- 5.1 The Headteacher, through the Assistant Headteacher (Student Inclusion and Support) in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.
- 5.2 The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents/carers.



APPENDICES

1. Relevant generic pages from the BFL Handbook
2. Sanctions Grid



SECTION 1– INTRODUCTION

This document sets out the framework of the school’s approach to rewarding students and encouraging good behaviour known as ‘Behaviour for Learning’.

In a sense the new framework seeks to build upon present good practice whilst addressing identified areas of weakness that need further improvement. .

Consultation with staff and students has formed the basis of this framework. Within the behaviour group meetings many frank and constructive discussions have taken place. On certain points we have had to agree to differ; consensus and negotiation have both proved essential.

It is genuinely hoped that our framework for ‘Behaviour for Learning’ will successfully address or improve a number of areas.

The framework will be successful in:

1. Making more effective use of the Student diary as a central record of each student’s progress;
2. Providing much greater clarity in the discipline process for children, parents, teachers and governors;
3. Ensuring that all students, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards;
4. Supporting staff in the classroom. Ensuring that teachers can get on with teaching students who want to learn and who behave in a positive manner.
5. Making the school a supportive place.

Behaviour for Learning requires a **consistent** commitment from all staff to operating within the agreed framework.

Consistency and flexibility operate in a harmonious and complementary manner. The organised and widespread use of praise and rewards will dramatically alter the working practices of all students for the better.

All teachers in all Subject areas must look to recognise, praise and reward all students as a matter of agreed policy. Classroom support assistants, cover supervisors and support staff will also be expected to formally praise students whenever it is appropriate to do so.

Staff must also understand the importance of operating within the recognised framework for sanctions. All phases must be worked through in a logical manner.

When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate.

This is the key area of consistency.



Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate **‘follow-up strategy’** with each student’s case being viewed in an individual sense. **This is the key area of flexibility.**

Members of staff are not permitted to ‘opt out’ of the agreed framework as the operation of the Behaviour for Learning System is mandatory at Astley Community High School.

Senior members of staff will operate within the framework at all times.

The Student diary is central to our communication between students, teachers and parents and complete familiarity with its format and procedures is essential.



SECTION 2 – LESSON EXPECTATIONS

All large and successful organisations operate within clearly defined and accepted rules. At Astley Community High School we have agreed a set of expectations which are positive and inclusive so that we can operate in a safe, calm and controlled environment. The following represent the agreed Lesson Expectations and must be evident as a central feature of every lesson:

1. Arrive on time fully equipped and ready to work for every lesson

We want all students to recognise the importance of operating in a punctual and time-efficient manner. Additionally, we want students to understand the usefulness of being settled and ready to work with appropriate equipment without the constant reminders by staff. Each teacher should clearly identify with their teaching group what equipment they should have ready at the beginning of the lesson. Staff need to be on time too.

2. Adopt a positive attitude to learning and achievement

We want all students to succeed in a positive learning environment, being rewarded for their achievements and wanting to learn.

3. Do as you are asked by any staff – first time, every time

It is important that students respond to instructions immediately when they are issued. There are clear procedures which can be followed if a student takes issue with what he/she has been asked to do.

4. Work to the very best of your ability and allow others to do the same

It is a basic right of every student to work to the best of their ability unhindered by the distractions of others.

5. Act with respect and wait until it is appropriate to speak

All students need to be given the opportunity to contribute a thought or opinion during a lesson without having the interruption of others.

6. Listen carefully when the teacher or another student is talking

This promotes a good working environment in which learning can take place.

7. At the end of the lesson stand in silence and wait to be dismissed

The practice of standing at the end of the lesson was felt to be of considerable practical benefit. It was felt to be advantageous in offering a 'clean' finish to each teaching period and particularly useful in encouraging an orderly dismissal.



SECTION 3 - AROUND SCHOOL EXPECTATIONS

The formulation of the 'Around School Expectations' followed an identical pattern to the classroom based ones. It is expected that all students will operate within this framework as they conduct themselves around the school during the day.

1. Be polite and respect others

Courtesy, tolerance and empathy are key features of our school.

2. Do as you are asked by any staff – first time, every time

As is the case with the Classroom Expectations, there are procedures which can be followed if students take issue with what they are told to do, however it is important to respond to instructions immediately when they are issued. Clearly there are situations where failure to comply immediately with instructions could present a significant health and safety risk.

3. Wear your school uniform correctly at all times

Throughout the school day students must wear the uniform appropriately. Please read the agreed uniform expectations.

4. Eat and drink in the right place at the right time

Respect for our premises and a concern for promoting a healthy and clean environment is a key feature of our whole school aims.

5. Look after property and put litter in bins

Once again, respect for our premises and a concern for promoting a healthy and clean environment is a key feature of our whole school aims.

6. Use appropriate language

Respect for each other is an important aspect of our whole school aims and this includes how students address each other and staff.

7. Walk around the building quietly and keep to the left

Students and teachers are expected to work hard in ensuring that Astley Community High School remains a calm and orderly learning environment.



SECTION 4 – REWARDS

Central to the philosophy behind Behaviour for Learning is the expectation that all teachers will praise students as a matter of routine. Positive encouragement and high quality teaching is the driving force behind engaging students and enhancing their learning experience.

MERIT REWARD SYSTEM

The first formal phase of the reward system is what is known as the “**Merit system**”. All subject areas will have stickers to be used by all subject teachers. These merits will be accumulated throughout the course of the year and are available to all students regardless of age, ability or gender provided that they display appropriate levels of commitment, effort and attainment.

MERIT STICKERS

The awarding of merits will be based around the Student Planner. The administration involved in awarding merits is both simple and efficient.

Merits can be awarded both within and outside the lessons, offering flexibility for staff to reward students.

In most cases, merits are awarded as a result of a student’s on-going success within a particular subject area. However, ‘one-off’ achievements in either attainment or effort are also rewarded with a merit if the member of staff considers that achievement is sufficiently outstanding.

All departments are required to publish their criteria for issuing merit stickers so that this information is available to students.

Merits must not be awarded for good behaviour alone. A good standard of behaviour is expected from all students. However, if excellent progress/attainment in a lesson results from an improved attitude/level of behaviour then a merit can be awarded.

It is particularly important to guard against the “random” awarding of merits which would serve only to undermine their significance.

- Any student who has no demerits or detentions will be rewarded with a Form Tutor merit each week.
- 100% Attendance will also be rewarded with a Form Tutor merit each week.

In order to receive these awards students will have ensured that in terms of parental signatures, their diary has been kept up to date, thus encouraging the involvement of parents/carers in the Behaviour for Learning framework.

As well as being used to reward excellence in terms of classroom and homework performance, merits will be used to reward all significant contributions to the school community, outside classroom and homework performance. This might include presenting a positive image of the school in the local community, showing care and



concern for the environment or other students, or making a substantial contribution in extra-curricular activities.

The merit stickers will, of course, lead to recognition through our system of Certificates, postcards and prize draws.

MERIT REWARD CERTIFICATES

All students can access a range of certificates during their time at school:

50 – Bronze, 100 – Silver, 150 – Gold, 200 – Platinum

Students who have gained the required number of merits notify their Form Tutor who must then notify the respective SPL.

It is hoped that the awarding of merit certificates will continue to be an accepted, popular and important feature of assemblies for all year groups and that the achievements of all abilities will be represented.

Students earning a certificate will also have a letter sent home.

In addition to the merit certificates, there will be a half-termly draw in assembly for a variety of prizes.

Class representatives/Sixth Form support students will be given the task of collating the number of merits, demerits and detentions issued to everyone in their class for the previous week.

This data must be collated and the electronic form filled in on shared files by Wednesday break, so that letters for Senior Teachers Detention can be posted.

POSTCARDS

At the heart of some departmental meeting time will be a review of student performance. Although underachievement will be considered, positive student performances will be central to discussions.

As common practice for all departments, commended students will receive a departmental 'postcard' which will be sent direct to their home.

Identified department meeting time each half term must be used to review student

progress with the intention of awarding postcards.

In addition to this, Heads of Faculty must ensure that this information is given to GS who will collate all information.



SECTION 5 - SANCTIONS

There are **FIVE** key phases to the sanctions used in lessons within the Behaviour for Learning system.

It is essential that all students, parents and teachers understand this framework and its consequences. At all times the intention of the policy is to minimise unacceptable behaviour and encourage each student to achieve.

Each member of staff must operate within the framework. We do not want a situation in which students are removed from classes for seemingly trivial reasons or sent out to work on corridors or at the inconvenience of other staff. In short, we operate within a logical and well-planned structure.

Additionally, when students do disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant then they must be removed from that class.

When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.

APPLYING BEHAVIOUR FOR LEARNING IN THE CLASSROOM

Inappropriate behaviour – 1st instance

Verbal warning given

- Include the words 'verbal warning' so the student cannot later claim they didn't know they had one.

Inappropriate behaviour – 2nd instance

Demerit given

- Write this in the student's diary with the date and reason.
- It is important that a reason is given to avoid problems at a later date and so that it is clear to both parents and other staff.



Inappropriate behaviour – 3rd instance

“Cooling off” Time out

- The student is put outside the class for a maximum of 10 minutes. If the student refuses to leave the room, send a responsible student to your Head of Faculty.
- After a maximum of 10 minutes, the teacher should discuss the issue with the student in as calm a manner as possible. If the student appears to be willing to be reasonable then they should be re-admitted to the class. If not, they should be sent to the Head of Faculty. If they refuse to go, the student should be left to cool off for a little longer. If necessary, send a message to the Head of Faculty via a responsible student.
- Warn the student that the next sanction is a 45 minute detention.

Inappropriate behaviour – 4th instance

Detention given

- The teacher issuing the detention is responsible for running the detention.
- It must be written in the student’s diary, giving 24 hours notice, with the length and reason.
- Staff must complete a form to return to the main office if students are kept behind after school.
- If the student claims they cannot attend on the date you choose then refer the matter to your Head of Faculty
- If the student fails to attend, refer the matter to the SPL.

Inappropriate behaviour – 5th instance

Exclusion from Lesson

- In the event of continued poor behaviour the student should be removed from the lesson. Depending on the nature of the problem, HOF, SPL or LC can be involved at this stage. The Inclusion room is the likely destination for the student.
- In the event of a student being removed from a lesson, staff should fill in the appropriate pro-forma and pass to GS a.s.a.p. after the lesson.
- **For a serious incident e.g. violence or direct verbal abuse, students should be sent immediately to their SPL or GS.**



SECTION 6 - The Pastoral System Structure

Overview of Pastoral System: Mr G F Scott (Assistant Headteacher)

- **Student Progress Leaders**

Year 9 Miss A M Roe

Year 10 Mr D Gilhooley

Year 11 Mr D Gilhooley

Year 12/13 Mr P Drought

Head of Sixth Form: Mr A Ironside

- **Student Support Officer**

Mrs L Comber – The role is to support the Pastoral team in all aspects of its work. Mr L Carbutt will also be supporting the Pastoral team in the morning.

- **Year assemblies**

Will take place every week, with the SPL to lead or organize a speaker.

- **Form Representatives**

Each tutor group to have 1 male and 1 female rep. Each year group should have 1 male and 1 female year rep to sit on the School Council.

- **Achievement Points**

Current total of achievement points to be advertised around school.
This will be collated as merits/stickers (1pt) minus demerits (1pt) and minus detentions (3pts).

- **Prizes**

Prize initially in the first half-term will be a day in non-uniform for the winning tutor group in each year.

Half - termly prize draw will continue for individual students.



SECTION 8 - The Role of the Form Tutor

Form tutors are encouraged to use their position to develop personal contact with pupils and to listen to and respond to their perspectives and views, and to advise them about their future and role within society. Marland (1989, p14) describes the tutor as:

“...the heart of the school, the specialist who’s specialism is bringing everything together, whose subject is the student herself, who struggles for the tutee’s entitlement, and who enables the pupil to make the best use of the school and develop her as a person”

At Astley Community High School, the Form Tutor is the member of the Guidance and Welfare staff with whom pupils / students are in contact most regularly, and who will guide, support, advise and follow their progress, throughout their first three years. On an informal basis, the Form Tutor should be the first point of contact for the pupil who is experiencing difficulties with regards to work related or personal issues. Where a child requires a specialist level of expertise, care, guidance or support, the Form Tutor will alert SPL / Assistant Head Teacher to this and they will be responsible for engaging other professionals and agencies to ensure that appropriate and timely help is provided.

At Astley Community High School, the role of the Form Tutor is judged to be of the utmost importance in enabling pupils / students to realise their full potential and to achieve the 5 Every Child Matters Outcomes. It may be summarised as follows:

Attendance and Punctuality

- To complete SIMS register during morning registration.
- To encourage and promote the benefits of good attendance.
- To be aware of individual pupil attendance figures and ensure that pupils have a copy of these in their diaries.
- To discuss, on a regular basis, individual pupil attendance profiles, targeting those with particular issues and praising those with excellent records.
- To ensure all tutees complete the “**record of attendance**” page in the pupil diary on a weekly basis.
- To alert the SPL/AHT to any concerns regarding pupil attendance and punctuality.

Monitoring standards of appearance

- To ensure that pupils’ / students’ appearance is in accordance with the expectations laid down in the pupil diary.



- To ensure that all pupils / students are wearing the correct uniform and forward, to the SPL/SSO the names of those in breach of uniform rules.

Monitoring behaviour

- To implement the BFL policy.
- To ensure the Code of Conduct is displayed in the Form room and is regularly enforced.
- To perform diary checks, on a weekly basis.

Monitoring academic progress

- To be familiar with the Prior Attainment profile of each individual in the tutor group.
- To help tutees to understand, review and take responsibility for their academic progress, expecting all to achieve challenging targets.
- To keep up to date with external, and internal, test results as and when available.
- To offer praise / support in response to academic information received.
- To communicate with the SPL/AHT and subject teachers with regards to praise / concern for individuals.
- To check that tutees are recording all homework in their diary.

PSHE Programme

- From September 2014, the PSHE programme will be delivered by subject teachers in conjunction with the Humanities department. A programme of study and lesson plans/resources are available in shared files > Pastoral. GS will oversee the delivery of PSHE and its content.



Registration Checklist for Tutors

AM

- ✚ Warning bell sounds at 8.45am. Collect the register wallet and any verbal messages from the SPL and proceed to classroom.
- ✚ Staff and pupils in form rooms for 8.50am. Only allow pupils out for legitimate reason.
- ✚ Class should be seated with their **coats** / non-regulation sweaters **off** and they should have their diaries on their desks. **Opportunities for praise.**
- ✚ Call register using pupils' christian names and ensure that any pupils with absence notes report to the data office to have these recorded.
- ✚ Enter absence and lateness on SIMS register. Pupils arriving in the form room after 8.50am should be issued with a demerit **unless** they have arrived late as a result of a late bus.
- ✚ It is **absolutely essential** that the **register is completed accurately and sent promptly** electronically, in order that staff can start to make "first day calls" at the earliest opportunity.
- ✚ Read, explain and discuss "Thought for the day" and get pupils to write this in their diaries.
- ✚ Read the Daily Bulletin and reinforce any key messages.
- ✚ Check uniform – tie on & fastened appropriately, check jewellery, shoes, shirts tucked in – demerit offenders. Names of persistent offenders should be passed to SPL/AHT/SSO.
- ✚ Make random diary checks every day and **insist** upon weekly parental signature. Write comments, as and when appropriate, and encourage parents to use the diary as a regular method of home-school communication. Where diaries are not being signed by parents, or signed in advance, please refer to SPL/SSO.
- ✚ **Ensure that all merit, demerit and detention data is entered into the shared files spreadsheet by Wednesday break.**



- ✚ Check basic study equipment regularly eg, pen, pencil & ruler. Target “problem” pupils.

- ✚ Perform the “Role Of The Form Tutor” as described in the BFL handbook.

- ✚ Stay with Tutor Group at all times.

P.M

Afternoon registration marks will be collected from subject registers completed during the last lesson of the day. **As it is a Legal Duty to keep accurate attendance records, it is essential that class teachers remember to complete registers at this time.**



SECTION 9 – Guidelines for Uniform, Jewellery and Hairstyles

School Uniform

School uniform is compulsory. We feel that the recommendations indicate an outfit which is smart and appropriate for everyday wear, and encourages the students to identify with Astley High School by wearing its colours.

The list of essential items of school uniform has been kept as short as possible so that no undue strain should be put on any family's finances. If the uniform is used only for school, and students change out of it during out-of-school hours, it will help to keep the uniform neat and tidy and reduce the need for replacement items.

<u>Boys' uniform</u>	<u>Girls' uniform</u>
Royal blue sweater	Royal blue sweater
Black trousers, standard length <u>(not jeans or cords)</u>	Black skirt (<u>standard length - no mini-skirts</u>) or black trousers (straight legged ,not hipsters or jean style)
White shirt and school tie <u>(not polo shirt)</u>	White blouse or shirt and school tie <u>(not polo shirt)</u>
Black shoes <u>(not trainers)*</u>	Black shoes <u>(not trainers)*</u>
	No fashion belts

Black shoes should be plain & formal. The following will not be accepted: Designer trainers with velcro fastening, canvas plimsolls, Vans and UGG type boots.

Ties are only available at school, from the Finance Office. Price £3.00.

It is strongly recommended that all clothing should be clearly named.

The use of make-up and nail varnish is not to be encouraged but when used discretely, it will be acceptable.

Non-regulation jumpers/tops, if worn as coats, **should be removed before entering the school building** and put back on when leaving at the end of the school day.



Hairstyles

The following rules apply. Please ensure that your son/daughter conforms with our expectations – if in any doubt, **please telephone the school before you agree to a proposed change of hairstyle.**

We will accept:

- Short hair which is neat, tidy – number 2 cut or above on top.
- Subdued, modified hair colouring which changes, moderately the colour of hair shade.
- Highlights used moderately to enhance the natural hair colour and tone.
- Ethnic/cultural variations by agreement as discussed with a parent/carer.

We will not accept:

- Hair cut extremely short and close to the scalp – number 1 cut or below.
- Coloured, or natural hair extensions.
- Tight plaited hairstyles or plaited hairstyles using differently coloured plaits or adorned with coloured beads or other ornamentation
- Bleached or dyed hair that is extreme in colouring.
- Extreme highlights which completely change the colour and tone of the hair.
- Extremes such as spiky, 'mohican' or punk style – either natural or coloured.
- Dip-dyed hair.

Jewellery

Please note also our policy with regard to body-piercing.

- One small stud earring in each ear is our policy.
- No pupil will be allowed to attend with rings or studs in the nose, lips, tongue, eyebrows, etc.
- Visible tattoos are also contrary to our dress code.
- Students are permitted to wear wrist watches, one ring and one necklace.
- **All other jewellery (including bracelets) is forbidden.**
- All jewellery must be removed for P.E. This is a requirement of Sports Associations and Local Authority regulations.



SECTION 14 – Attendance and Punctuality Policy



SEATON VALLEY CLUSTER SCHOOLS ATTENDANCE/REGISTRATION POLICY

Status

Statutory

Philosophy

Achieving high levels of attendance at school involves all the key partners in the education process. This policy describes what is expected to happen throughout the school in any given circumstance.

Parents and legally recognised carers have a legal responsibility to ensure their child's attendance at school. Holidays should be taken during the school holiday period.

Headteachers have the discretion to grant leave, but they should only do so in exceptional circumstances. If a headteacher grants a leave request, it will be for them to determine the length of time that the child can be away from school. This leave will not be granted for the purposes of a family holiday.

Parents can be fined for taking their child on holiday during term time without consent from the school.

During the academic year pupils are at school for 190 days and at home for 175 days. In order for our children to fully utilise their years in education, we believe it is vital that every message they receive reinforces the importance of school. Holidays in term time interrupt continuity of teaching and learning, disrupt the educational progress of individual children and create disruption to classes.

This policy has been devised by cluster head teachers with regard to the detrimental effects of poor attendance and therefore **requests for annual holiday within term time will not be authorised.**

Purpose

The aim of this policy is to reconcile external requirements and legislation with the ethos and character of schools within our cluster. This policy provides a framework and guidance for all staff and parents to encourage pupils to attend school regularly so that they can take full advantage of the educational opportunities available irrespective of learning age range.

Relationship to other policies

The policy on attendance should be read in conjunction with policies on admissions, PSHE and school session times, and current guidance produced on the registration of pupils. The home-school agreement is also pertinent to each setting.

Roles and responsibilities of headteacher, other staff, governors

The **head teacher** will ensure that:

- Attendance targets are set for individual pupils, classes and year groups



- School attendance statistics are reported to the LA and governing body
- Pupils absent for long periods because of ill-health receive appropriate learning support
- Vulnerable children (e.g. Looked After Child/ren or under Child Protection Plan) will be monitored maintaining confidentiality.

The **Office Manager** will ensure that:

- Pupils are registered accurately and efficiently
- Parents and carers are contacted when reasons for absence are unknown or unauthorised on a first day response system
- Pupil attendance and lateness are monitored regularly
- The reward system for good attendance is implemented
- The LA officer is provided with registers of attendance and supported in the following up long-term absences.

All **teachers** are expected to:

- Register pupils accurately and efficiently between 8.50am and 9.05am. Pupils who are late report to the office on arrival
- Encourage pupils to attend school regularly and inform colleagues if there is a problem that may lead to absences.

Pupils will be encouraged to:

- Attend school regularly
- Ensure they are punctual and ready to learn when they arrive on school premises.

Parents and carers will be asked to:

- Ensure the child attends school regularly in accordance with the Home School Agreement
- Inform the school on the first day of non-attendance
- Discuss planned absences with the school in advance (exceptional circumstances): In the case of a planned absence, parents/carers must obtain a leave of absence request which may be authorised by the head teacher depending upon the circumstance surrounding the absence. Leave of absence requests received for annual holiday taken during term time will not be authorised).



The **governing body** will ensure that the LA is informed about long-term absence of pupils.

Information obtained from the PLASC report will be analysed and acted upon accordingly and as set out in the procedures outlined in this policy document.

Date established by governing body: July 2014
Date for full implementation: September 2014
Date of review: July 2015
Date of next review: July 2016

Chair of Governors: Mrs S Dungworth

Appendix 1

Reporting trigger points will be as follows:

	First Schools	Middle Schools	High School
1st trigger – letter/contact advising parents/carers that attendance is approaching an unacceptable level.	95%	92%	92%
2nd trigger – 2nd letter/contact advising that unacceptable absence level has been reached and reported to Education Welfare Officer for monitoring.	92%	90%	90%
3rd trigger – 3rd letter/contact advising of action from Educational Welfare Officer has been requested.	90%	-----	-----
4th trigger – Final letter/contact from schools advising inline with Northumberland County Council's persistent absentee policy – possible legal action to be taken by EWO.	85%	85%	85%

Exceptional circumstances for authorisation of leave of absence request

Exceptional circumstances are those where it is deemed necessary to remove a child/young adult from education as the activity entered into cannot possibly take place during school holidays.

If you believe that your child's/young person's absence is deemed to be exceptional circumstances you will need to complete a leave of absence/exceptional circumstances form. These are available from your school or school's website. You will need to include supporting evidence wherever possible. You will need to hand the form into your school office before any leave is taken. The Exceptional Circumstances and Absence Panel of your school will consider your form and decide whether or not to accept your request due to exceptional circumstances.



Sanctions grid – Low to Medium Incidents

<u>Situation/Incident</u>	<u>Consequence</u>
<p><u>Registration :</u></p> <p>Incorrect or missing uniform, jewellery or equipment</p>	<ul style="list-style-type: none">• Demerit – sets standard for day; must be noted in diary• Only 1 demerit for equipment during the day• Repeated demerits for jewellery• Persistent offenders to SPL• FT to issue diary page and break time stand• Confiscate jewellery and pass to SPL• Equipment check by tutor every morning
<p><u>Minor misdemeanour</u></p> <ul style="list-style-type: none">• shirt out• dropping litter• chewing• late to lesson• misbehaviour at break or lunchtime• late to school• breach of corridor rules• out of bounds	<ul style="list-style-type: none">• Demerit• SPL for repeat offenders• <u>Punctuality</u> – Office staff to demerit 8:50-9:05. Repeat offenders-letter home and /or punctuality report



<u>Situation/Incident</u>	<u>Consequence</u>
<u>Failure to attend</u> <u>Subject detention</u>	<ul style="list-style-type: none">• Extended 75 minute detention – teacher concerned runs this. Names passed to HOF.
<u>Inappropriate behaviour in class which does not require removal from class</u>	<ul style="list-style-type: none">• Covered in AD policy
<u>Repeated under-achievement in class</u>	<ul style="list-style-type: none">• Partially covered by tracking system/ ATL Pink report system.• Parental involvement; work report; detention to catch up- HOF/SPL• Ascertain reasons and deal with as appropriate- HOF issue
<u>Mobile phones disrupting lesson</u>	<ul style="list-style-type: none">• Confiscation and passed to HOF/SPL.• Letter home which must be signed by parent/carer before phone is returned.



<u>Situation/Incident</u>	<u>Consequence</u>
<u>No homework</u>	<ul style="list-style-type: none">• Subject teacher 45 minute detention to complete work• Persistent offenders- HWK Report- communicate with parents- referral to HOF• Extended detentions.
<u>Persistent misbehaviour</u>	<ul style="list-style-type: none">• Behaviour report and contact home.
<u>Repeated uniform, jewellery or hairstyles offences</u>	<ul style="list-style-type: none">• Internal exclusion



Sanctions Grid – More Serious Incidents

<u>Situation/Incident</u>	<u>Consequence</u>
<u>Unacceptable behaviour repeated in class (despite being readmitted after a time out and detention given).</u>	<ul style="list-style-type: none">• Immediate referral to SPL -Warning letter / 1 day and then 3 day internal exclusion• Contact home
<u>Leaving class / school without permission/ truancy</u>	<ul style="list-style-type: none">• Detention at least – letter home• EWO involvement if truancy• Attendance on training day• Possible use of Inclusion room
<u>Fighting on site</u>	<ul style="list-style-type: none">• Exclusion, letter home, SPL, ⇒AHT(GS) once thoroughly investigated.



<p><u>Verbal abuse to staff</u></p>	<ul style="list-style-type: none">• Exclusion, letter home, SPL, ⇒AHT(GS) once thoroughly investigated
<p><u>Smoking on or near the school site</u></p> <p>This rule covers when you are:</p> <ul style="list-style-type: none">• Travelling on the buses• In the school yards or on the school playing fields• On any school trip• On the school premises• In the school's immediate vicinity	<ul style="list-style-type: none">• 2 x 1 hour detention plus referral to school nurse• 1 day internal exclusion• 2 day internal exclusion• 3 day exclusion
<p><u>Setting off the fire alarm without good reason.</u></p>	<ul style="list-style-type: none">• Exclusion, letter home, SPL, ⇒AHT(GS) once thoroughly investigated



<u>Failure to attend extended second detention</u>	<ul style="list-style-type: none">• 1 day internal exclusion• Contact home
<u>Failure to attend STD</u>	<ul style="list-style-type: none">• 1 day internal exclusion• Contact home
<u>Vandalism</u>	<ul style="list-style-type: none">• School books/ property – students to pay at finance office and get receipt. Contact home.• Desks – pupils to clean• Possible exclusion depending on nature and intent.
<u>Possession of an illegal object or substance</u>	<ul style="list-style-type: none">• Likely to lead to either fixed term or permanent exclusion depending on nature of incident.• Refer to Schools drugs policy for further information.