



Walthamstow School For Girls

"Neglect not the gift that is in thee"

Positive Behaviour for Learning Policy

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I RATIONALE

WSfG provides a stimulating learning environment with high expectations, which celebrates achievement and encourages everyone to do their best.

By participating in the school community, students learn to express themselves with confidence, to respect others and to have respect for the rights of others.

At WSfG, the learning environment encourages students and staff to develop their talents, personalities and self-esteem in an atmosphere which is safe and secure, and respects and celebrates the achievements of all members of the community.

Our commitment to equal opportunities recognises the need to use rewards and sanctions that are clearly explained and publicised, fair to all and applied consistently.

By emphasising praise and reward (see Rewards Policy) and by encouraging self-discipline and personal responsibility for good behaviour, we aim to enable everyone to have a sense of fulfilment about their own achievements and a commitment to lifelong learning.

We recognise that without high standards of behaviour, excellent teaching and learning cannot take place. This can only be achieved if all partners in the learning process share common values and accept their collective responsibilities in the implementation of the school aims.

Furthermore, we acknowledge that good standards of behaviour, self-discipline, self-control and personal accountability are expected of all adults by society in general. We have a responsibility to prepare students for a successful life in this wider society.

Positive behaviour is the responsibility and concern of everyone in the school community (see Appendix A). All members of staff are responsible for ensuring that agreed behavioural expectations are upheld. Ultimately, however, the students themselves must take the greatest responsibility for their own behaviour.

2 EXPECTATIONS OF STUDENTS

At WSfG, we expect positive behaviour from all students at all times. Every student has the right to study in an environment conducive to learning. No one has the right to disrupt the learning of others.

However, we acknowledge that students bring to school a wide variety of behaviour patterns, based on differences in home values, attitudes, experiences and parenting skills. At WSfG our standards are based on principles of honesty, fairness, respect, consideration and responsibility.

The school's expectations of students are laid out in the WSfG Code of Positive Behaviour for Learning (see Appendix B) and Out of Lesson Positive Behaviour Code (see Appendix C) which are displayed in all classrooms and in every student's planner.

3 EXPECTATIONS OF STAFF

All members of staff are expected to model high standards of behaviour in their dealings with students and with each other.

We know that self-image is formed largely by how young people feel they are perceived by significant adults in their life and by their peers.

Staff should have high expectations of all students, in terms of behaviour and academic potential.

Staff should avoid at all times situations which make students feel uncomfortable or humiliated.

All adults should aim to:

- Maintain a positive and secure learning environment
- Promote honesty, courtesy, respect and consideration
- Ensure fair treatment of all

Staff should set clear ground rules for positive behaviour in line with the school policy. These ground rules should be regularly reinforced, not just when they are broken. Adherence to the ground rules should be acknowledged and praised.

4 STRATEGIES AND PROCEDURES

WSfG has a wide range of graduated sanctions for use when students fail to meet the school's behavioural expectations. The Sanctions Grid (see Appendix D) shows the range of sanctions used for different types of misdemeanours. In deciding what is an appropriate sanction for a particular incident/'offence', the individual circumstances and the student's background and previous record will be taken into consideration. The sanction(s) will fall within those indicated in the grid, but not all will necessarily be used on each occasion. The grid is designed to be used as a guide to give an indication of what might be an appropriate response to a particular infringement of the Positive Behaviour for Learning Code.

The grid is supported by a student friendly, simplified visual diagram (see Appendix E) which is displayed in each classroom.

5 RANGE OF SANCTIONS AND STRATEGIES

Quiet word with the student

Describe the student's behaviour to them. Make your expectations clear calmly, but avoid public embarrassment.

Warning outside the classroom

Ask the student to leave the room so that you can talk to them privately. Remain calm. Explain the options to the student and the consequences of their continued poor behaviour. Invite them back in for a fresh start.

Change of seat

Move the student away from friends/students with whom she is misbehaving.

Time out of lesson

If a student is worked up or would benefit from a few minutes on their own to cool down/consider their behaviour, it may be productive to ask her to stand outside the room. This should only ever be for a brief period (5 minutes maximum), before the teacher talks to the student and invites her back in (or implements a different sanction).

Faculty Parking System

If a student is disrupting learning in a lesson but their behaviour is not serious enough to meet the criteria of a Duty Room referral (see below), they could be sent to work by prior arrangement in the classroom of the named teacher on the faculty parking rota. The class teacher retains responsibility for setting and marking work.

SIMS Referral Form

For recording concerns that need to be logged without requiring action, use appropriate drop-down category.

Note in planner

Write a note to the Parent/Carer on the page for the appropriate day in the planner. Remember to make it clear if you require a response and then follow up with the student the next day.

Phone call home / letter home

It is often a good idea to check with the SPL first to find out which is the more appropriate parent to contact and whether there are any home circumstances that you should be aware of. You can get contact numbers/addresses from SIMs or a member of the admin team.

Detention

Detentions can be set for break times, lunchtimes or after school. For after school detentions of more than 10 minutes, 24 hours' notice must be given to a parent/carer (a note in the student's planner against the date that the detention is to be served stating the venue, time, duration and your name is sufficient). Avoid setting whole class detentions as it is rarely the case that every student has broken expectations! Any member of staff setting an after-school detention should record the details on the Detentions Database (on your Desktop) so that office staff can check which students are in school late should a parent/carer contact the school with a query.

Faculty or SPL detention

Some faculties have a weekly faculty detention that students can be booked into. The responsibility for staffing this rotates between faculty members. If a student fails to attend a detention set by the class teacher or tutor, the HOF or SPL will pick up the matter in support of their colleague. This will often involve setting a detention with themselves. This may be of a longer duration than the original detention.

Late detention

Any student late for a.m. or p.m. registration should automatically be detained for 10 minutes on the same day at 15.30 by their form tutor. Two or more late arrivals in a week leads to a 30 minute lunch time detention with the SPL and 3 or more late arrivals in a week leads to an AHT detention for 1 hour after school on a Wednesday. It is the responsibility of the classroom teacher to sanction a student for being late to the lesson (see Appendix D).

Leadership Team detention

LT detentions are usually used to support a Middle Leader who is having difficulty getting a student to attend a detention. In rare cases, these may be arranged for a Saturday or an INSET day.

Leadership detention

A one hour detention per week is in place for students whose names are added to the detention database for the following: - no planner, no lanyard, chewing on school premises, full section on conduct card. All staff have access to the detention database and are required to fill in all the details requested. The detention is run by members of LT in rotation for the whole school behaviour issues as detailed. If a student fails to attend, they will be required to attend the Headteacher's detention which is of a longer length on another school day.

SIMS Referral Form for action

The SIMS Referral Form (see Appendix F) is used for recording information relating to a behavioural incident, outlining the action taken by the generator of the form and requesting that further action is taken.

WSfG has introduced the SIMS behaviour reporting system for "info" and "action" behaviour issues. Although this will change the method of recording behaviour concerns, it will not change the principals of behaviour management in the PBfL Policy. All recording is now via SIMS (see Appendix F)

Confiscation and item passed to SPL/AHT/HT (see Banned Items list in student planner)

Banned items should be confiscated and put in an envelope if small enough. This must be clearly labelled with the name and form of the student, description of the item and date of confiscation and then passed either to the SPL in the case of non-uniform clothing or non-valuable item, or to the AHT Pastoral or, in her absence, to the HT in the case of mobile phones and jewellery.

Attendance Report

This is used in cases where there are concerns regarding truancy or erratic attendance to lessons, to enable the SPL to monitor attendance.

Behaviour Report

If a student's behaviour is causing concern across the curriculum, the SPL might place the student on a behavioural report. This might have standard, predetermined targets set by the SPL or personalised targets for the particular student. These reports are daily reports, monitored by the SPL. In addition, faculties may use reports for students whose behaviour is a cause for concern specifically in their curriculum area.

Meeting with Parents/Carers

An SPL may arrange a meeting with a parent/carer if a student's behaviour is causing concern and they are not responding to strategies put in place to support them. If a class teacher, tutor or HOF is planning to arrange a meeting with a Parent/Carer, it is advisable to liaise with the SPL.

Sent to Duty Room

In the Duty Room, students are often requested to write a statement giving details of the incident leading to their referral. The Student Incident Form should be used for this purpose (see Appendix G).

Community Service

This might be arranged in order that a punishment fits the 'crime' e.g. cleaning tables if caught writing graffiti, repairing a display if found to have been defacing one, picking up litter if caught dropping it.

Withdrawal of privileges

This could include attendance on trips, access to the Dining Hall, use of the internet, representing the school at an event or fixture or being a Form Rep. In the event of problems occurring in a form room at break or lunchtime, there is a clear procedure for the withdrawal of the privilege of using the room (see Appendix H). The expectations for the use of form rooms is laid out in Appendix H.

Behaviour Support Plan (BSP)

A student would be placed on a BSP if her behaviour was a serious cause for concern across the curriculum. Often this step would be taken following an exclusion from school. The parent/carer and student would be involved in the setting up of a BSP, along with the SPL and AHT Pastoral.

Pastoral Support Plan (PSP)

A student would be placed on a PSP if they were at serious risk of permanent exclusion. To set up a PSP the parent/carer, SPL, AHT Pastoral and a member of the LA inclusion team would be involved.

Fixed Term Exclusion

For serious breaches of the school's behaviour expectations, Fixed Term Exclusion may be used. The Headteacher (or Deputy Headteacher in her absence) is the only member of staff who can take the decision to exclude a student from school. The AHT Pastoral informs staff of a fixed term exclusion via the whiteboard in the staffroom. Following a fixed term exclusion, the student will attend a readmission meeting with a parent/carer and a Readmission from Fixed Term Exclusion Contract will be signed before their return to lessons. For further information, refer to the Department for Education's statutory guidance on school exclusions.

Governors' Pupil Discipline Panel (GPDP) meeting

If a student has been excluded for 15 days or more in a term, a meeting of the Governors' Pupil Discipline Panel will be convened to consider the student's behaviour. The student and their parent/carer are invited to attend. The Headteacher may call a meeting of the GPDP for an exclusion of less than 10 days if it is felt that the involvement of Governors could be beneficial to the student.

6 PERMANENT EXCLUSION

A Permanent Exclusion is effectively an expulsion from school. It is used only for the most serious of offences or when all other strategies have been exhausted. The Headteacher will inform staff at the Staff Briefing. For further information on criteria and procedures, refer to the Department for Education's statutory guidance on school exclusions. All permanent exclusions will be taken to the Fair Access Panel by the Headteacher. The role of the Fair Access Panel (FAP) is to agree a Fair Access Protocol, oversee the process and ensure that the amount of time any child, especially the most vulnerable, is out of school is kept to a minimum.

7 PROFESSIONAL DEVELOPMENT

The school is committed to providing the necessary CPD for all members of staff to feel confident in their understanding of this policy and their ability to implement it consistently. This may take the form of an external Behaviour Management course, time spent discussing strategies with a colleague or behaviour consultant, attendance at in-house INSET or observation of other practitioners.

8 COMMUNICATION

All students and their parents/carers are informed of the school's behavioural expectations and Code of Positive Behaviour for Learning when they join the school and sign the Home-School Agreement.

A strong partnership between parents/carers and the school is seen as vital for supporting students in demonstrating positive behaviour.

We ask parents/carers to tell us if anything happens at home /out of school which may affect their child's behaviour and to work with us to find appropriate strategies if her behaviour becomes a cause for concern.

9 MONITORING AND EVALUATION

This policy will be regularly reviewed and its implementation monitored and evaluated. The Headteacher is responsible for the monitoring of Positive Behaviour for Learning at WSfG and reporting to the Governing Body at its termly meetings.

Updated January 2020

APPENDIX A

ROLES OF STUDENTS AND STAFF IN BEHAVIOUR MANAGEMENT

Students

Students are responsible for behaving according to the school expectations/code of conduct and Equal Opportunities Policy at all times.

Staff (including Support Staff)

Staff are responsible for challenging any behaviour which breaches the school's rules and expectations. In particular this includes: -

- anti-social and noisy behaviour
- dropping litter
- not walking on the left
- lateness to lessons
- being out of lessons without a planner note
- eating or drinking in areas where eating and drinking are not allowed
- wearing jewellery/incorrect uniform
- chewing
- banned items

If a member of staff is challenged when picking up one of the above issues and requires assistance, the matter should be referred to the form tutor or, if sufficiently serious (e.g. the student has been aggressive or blatantly defied the member of staff), to the SPL.

All members of staff who are on duty at break or lunch time are responsible for picking up incidents of inappropriate behaviour in the grounds, dining hall or food queues. If unresolved by the member of staff, they should be passed on to the relevant form tutor or, if sufficiently serious, to the SPL.

All members of teaching staff are expected to provide a presence in the corridors and around the school during lesson changeovers. All other staff are expected to provide a presence when they are in the corridors/moving about the site.

Class Teachers

Class Teachers are responsible for:-

- ensuring prompt and orderly entrance and exit of students into and out of the classroom
- challenging latecomers and applying sanctions
- challenging students who are eating or chewing in class and applying sanctions in line with the Sanctions Grid (Appendix D)
- checking that uniform is correct (and addressing/confiscating where it is not)
- ensuring that students sit according to the seating plan
- ensuring that coats are taken off and hung up appropriately (if pegs available)
- checking that students have all the correct equipment, including planner and homework (and challenging/issuing sanctions where they do not)
- ensuring that students behave according to the school rules and expectations during the lesson (Positive Behaviour for Learning, EO, respect etc.) and challenging/intervening where necessary
- challenging a student who speaks inappropriately to them or an LSA/technician
- picking up any EO incident, dealing with it (referring on if bullying of staff, major incident or persistent bullying/discrimination) and reporting it to DHT i/c Equal Opportunities
- calling the duty teacher in the case that a referral to the Duty Room is appropriate e.g. fight, serious disruption to learning, suspicion of weapon possession etc.

- completing a referral form for any Duty Room referral and ensuring that a meeting has taken place with the student before the next lesson and steps have been put in place for their successful reintegration to the classroom (which will usually involve a sanction and communication with a parent/carer)
- confiscating any banned items and giving them to the appropriate member of staff - SPL (for inappropriate uniform) or Pastoral AHT/HT (for phones and other banned items) – or to front office if Pastoral AHT/HT/SPL not available
- using sanctions such as note in planner; break, lunch or after school detentions; phoning parents/carers; letter home; moving seats; parking in another lesson according to the faculty parking system; referring to faculty detention where appropriate; referring to Head of Faculty where other sanctions have not worked, or the concern is serious etc.
- ensuring the tidiness of the room after the lesson

Form Tutors

Form Tutors are responsible for:-

- challenging students who are late for tutor time and issuing a late detention according to school procedures
- challenging students who are eating or drinking in the form room and applying suitable sanctions
- challenging students who are chewing and issuing suitable sanctions
- checking that uniform is correct (and challenging/confiscating where it is not)
- ensuring that students sit according to the seating plan in the form room
- ensuring that coats are taken off and hung up appropriately if pegs available
- checking that students have all the correct equipment, including planner (and challenging/issuing sanctions where they do not)
- ensuring that students behave according to the school rules and expectations during tutor time (Positive Behaviour for Learning, EO, respect etc.) and challenging/intervening where necessary
- challenging a student who speaks inappropriately to them
- picking up any EO incident, dealing with it (referring on if bullying of staff, major incident or persistent bullying/discrimination) and reporting it to DHT i/c Equal Opportunities
- picking up out of lesson issues referred by another member of staff
- intervening if members of the form are behaving inappropriately in the form room at break, lunch time or after school or leave it in an unacceptable state
- picking up inappropriate behaviour in assembly and issuing an appropriate sanction
- completing a referral form for any Duty Room referral and ensuring that a meeting has taken place with the student before the next lesson and steps have been put in place for her successful reintegration to the classroom (which will usually involve a sanction & communication with a parent/carer)
- ensuring the tidiness of the room after registration

Heads of Faculty

Heads of Faculty are responsible for:-

- supporting colleagues who are having difficulty with students for the following reasons and who have tried strategies of their own first: persistent low-level disruption; persistent lack of equipment; persistent failure to produce homework; persistent lateness to lessons
- supporting colleagues where a student has: spoken rudely to them; defied their authority; refused to comply with a reasonable instruction/request; failed to attend a detention; been sent to the Duty Room
- making referrals for support to the LLD Faculty

Intervention by the HOF might include: contacting parents/carers, detentions, letter home, meeting with parent(s), faculty detention, removal from lessons, subject report. The HOF may refer the matter to their LT line manager once they have tried a range of interventions, if the problem still persists. If a referral to the Duty Room has taken place, the HOF should ensure that all the appropriate steps have been taken before the student returns to lessons.

Student Progress Leaders

Student Progress Leaders are responsible for:-

- picking up serious out of lesson incidents referred by another member of staff (but keeping the form tutor informed)
- picking up students who have been late twice in a week for a late detention
- supporting tutors with students who fail to respond to their interventions regarding time keeping, uniform, equipment etc.
- supporting tutors where a student has: spoken rudely to them; defied their authority; refused to comply with a reasonable instruction/request; failed to attend a detention; been sent to the Duty Room
- dealing with issues of ongoing bullying or discrimination involving members of the year group
- dealing with incidents involving members of the year group which occur out of lessons
- making referrals for support to the LLD Faculty
- intervening with students who are causing behavioural problems in a number of curriculum areas or who have been referred to the Duty Room three or more times in a term
- making referrals to the Learning Mentors

Intervention by the SPL might include: contacting parents/carers; letter home; meeting with parent/carer; detention; daily report; behaviour contract. The SPL may refer the matter to their line manager after trying a range of interventions if the problem still persists or if the matter is sufficiently serious to warrant immediate LT involvement. If a referral to the Duty Room has been made by a form tutor, the SPL should ensure that all the appropriate steps have been taken before the student returns to the form room.

The Duty Teacher

The Duty Teacher is responsible for: -

- collecting or receiving students who have been referred to the Duty Room
- retaining them for the duration of the lesson (unless the referral does not fit the criteria and is not appropriate, in which case the student would be referred to the HOF)
- keeping them isolated from other students in the Duty Room
- recording the details on the computer system
- passing on the referral form to the appropriate staff member
- if on duty during period 5, putting a list of names of students who have been in the Duty Room during the day on the staffroom board
- sending a letter home

Members of the Leadership Team

Members of the Leadership Team are responsible for supporting their link HOFs or SPLs with serious and/or persistent behaviour management issues. This may include supervising students while an incident is being investigated/dealt with. They support their link year group with duties (and should arrange for cover in the case of absence.) They should be involved immediately in cases which pose a significant Health & Safety risk, which involve a criminal offence, where there has been a physical assault or in cases where a member of staff has been bullied. They make recommendations for internal or external exclusion. The Pastoral AHT detains students who have arrived late more than twice in a week, sets up PSPs and makes referrals to the Learning Mentors, School Counsellor and other external agencies.

Members of LT may make referrals to the Learning Mentors or SENCO, using the appropriate form.

The Headteacher

The Headteacher oversees and has responsibility for the Positive Behaviour for Learning Policy, decides on external exclusions, conducts all exclusion readmissions, oversees PSPs, convenes GPDPs as appropriate and attends Fair Access Panel (FAP) meetings. The role of the Fair Access Panel (FAP) is to agree a Fair Access Protocol, oversee the process and ensure that the amount of time any child, especially the most vulnerable, is out of school is kept to a minimum.

The Governing Body

The Governing Body oversees the school's Positive Behaviour for Learning Policy and monitors exclusions from school termly. Governors sit on Pupil Discipline Panels and Exclusion Panels as required.

The Police

The Police assist the LT with cases where a criminal offence has been committed e.g. weapons possession, drugs use or possession, theft, assault, intimidation or harassment.

Learning Mentors

Learning Mentors work with students referred to them for whom behavioural/social/emotional issues are a barrier to learning and report back to the relevant staff about their work and provide strategies that might be helpful with particular individuals. The work may be 1:1 or small group. It may be led by the Learning Mentor or by external agencies.

The SENCO

The SENCO is responsible for coordinating support given to students on the SEN register. This involves: -

- setting up appropriate timetables of support for SEN teachers and LSAs
- setting up and attending annual reviews
- liaising with staff, parents/carers and external agencies
- supporting and advising LSAs and class teachers regarding specific students in matters of behaviour management and differentiation
- reviewing provision and support for SEN students regularly and tracking their progress

Learning Support Assistants (LSAs)

are responsible for working with the class teacher in: -

- ensuring orderly entrance and exit of students to/from the classroom
- challenging latecomers
- challenging students who are eating or chewing in class
- checking that uniform is correct (and challenging/confiscating where it isn't)
- ensuring that students sit according to the seating plan
- ensuring that coats are hung up appropriately
- checking that students have all the correct equipment, including homework (and challenging where they don't)
- ensuring that students behave according to the school rules and expectations during the lesson (Positive Behaviour for Learning, EO, respect etc.) and challenging/intervening where necessary
- challenging a student who speaks inappropriately to them
- picking up any EO incident and reporting it to the class teacher
- confiscating any banned items and passing them on to the class teacher

In-Class Technicians

In-Class Technicians are responsible for assisting the class teacher in

- ensuring that all health and safety rules are adhered to
- ensuring that students behave according to the school rules and expectations during the lesson (Positive Behaviour for Learning, EO, respect etc.) and challenging/intervening where necessary
- challenging a student who speaks inappropriately to them
- picking up any EO incident and reporting it to the class teacher
- confiscating any banned items and passing them on to the class teacher

Midday Supervisors

Midday Supervisors are responsible for: -

- managing the behaviour of students within the lunch queue and dining areas, supported by members of the Leadership Team
- challenging a student who speaks inappropriately to them and referring the matter on to the teacher on duty if necessary
- referring any difficult situation to the members of Leadership Team who are on duty
- providing a general presence around the school and site at lunchtimes, ensuring that students behave safely and according to the school rules and expectations

Lunchtime Activity Supervisors

Lunchtime Activity Supervisors are responsible for:-

- ensuring that all health and safety rules are adhered to
- ensuring that students behave according to the school rules and expectations during the activity (Positive Behaviour for Learning, EO, respect etc.) and challenging/intervening where necessary
- challenging a student who speaks inappropriately to them and referring the matter on to the teacher on duty if necessary
- picking up any EO incident and reporting it to the teacher on duty
- confiscating any banned items and passing them on to the duty teacher

Deputy Headteachers

Deputy Headteachers assist NQTs, BTs and Middle Leaders with (and are available for consultation with other members of staff for) the development of behaviour management and differentiation skills involving groups of students or whole classes via:-

- lesson observations
- arranging peer observations
- recommending relevant reading or INSET
- 1:1 discussion

The Break Duty Team

The Break Duty Team are responsible for managing the behaviour of students at break time throughout the site. This involves:-

- being at the assigned station (including responding to wet break changes)
- being on time and staying for the duration of the duty
- playing a proactive role in supervising students
- ensuring that students move on to lessons promptly at the end of break
- ensuring that students leave the area they are vacating neat, tidy and litter free

List of Acronyms

<i>AHT</i>	<i>Assistant Headteacher</i>
<i>BESD</i>	<i>Behavioural, Emotional, Social Difficulty</i>
<i>BT</i>	<i>Beginner Teacher</i>
<i>CPD</i>	<i>Career and Professional Development</i>
<i>DHT</i>	<i>Deputy Headteacher</i>
<i>EO</i>	<i>Equal Opportunities</i>
<i>FAP</i>	<i>Fair Access Panel</i>
<i>GPDP</i>	<i>Governors' Pupil Discipline Panel</i>

<i>H&S</i>	<i>Health & Safety</i>
<i>HOF</i>	<i>Head of Faculty</i>
<i>HT</i>	<i>Headteacher</i>
<i>LA</i>	<i>Local Authority</i>
<i>LM</i>	<i>Learning Mentor</i>
<i>LSA</i>	<i>Learning Support Assistant</i>
<i>LT</i>	<i>Leadership Team</i>
<i>NQT</i>	<i>Newly Qualified Teacher</i>
<i>PSP</i>	<i>Pastoral Support Plan</i>
<i>SEN</i>	<i>Special Educational Needs</i>
<i>SENCO</i>	<i>Special Educational Needs Coordinator</i>
<i>SPL</i>	<i>Student Progress Leader</i>

APPENDIX B

WALTHAMSTOW SCHOOL FOR GIRLS CODE OF POSITIVE BEHAVIOUR FOR LEARNING

IN LESSONS/REGISTRATION:

1. Classrooms:

Be on time, line up sensibly, remove and hang up coats, respect the seating plan, enter and leave calmly, leave the room clean and tidy, be ready to learn.

2. Be organised:

Equipment and planner out, safety rules, homework on time, correct uniform

3. Respect for all:

Be polite, wait your turn, be safe, tidy up, respect others, the school and property, look after each other

4. Learning:

Active listening, positive participation, do your best, everyone has a right to learn

5. Banned items:

Illegal items, dangerous items, mobiles, electrical items, chewing gum, jewellery, liquid paper and non-uniform items

APPENDIX C

OUT OF LESSONS POSITIVE BEHAVIOUR CODE

Conduct Card

- Move around calmly, safely and quietly
- Consider others
- Walk on the left
- Put all litter in the bins
- Use the correct entry/exit doors
- No eating in any classroom, on corridors or staircases
- Follow staff instructions

If students are not following this code out of lessons, staff will sign/date their conduct card.

A clean card each term gives the student a reward.

APPENDIX D

WSFG SANCTION GRID

1 - Serious															
	Quiet word with student	Warning outside classroom	Referral form for info	Note in planner/ call home	Lunchbreak k/ after school detention	Referral to HoF/SPL for action	Confiscation n and item passed to SPL	Confiscation n and item passed to AHT Pastoral	Change of seat/isolation in classroom	Time out of lesson	Attendance report	Late detention	Picking litter	Access to internet/network removed	Ban from canteen
Chatting in class	✓	✓	✓	✓	✓				✓	✓					
Calling out	✓	✓	✓	✓	✓				✓	✓					
Off task behaviour	✓	✓	✓	✓	✓				✓	✓					
Disruptive behaviour (one off)			✓	✓	✓				✓	✓					
Mobile Phone								✓							
Personal stereo/electrical items								✓							
Non uniform clothing/jewellery				✓		✓	✓	✓							
Persistent non uniform clothing				✓		✓		✓							
Conspicuous make up	✓		✓	✓		✓									
Defiance (one off)		✓	✓	✓	✓				✓	✓					
Eating in class/chewing	✓	✓	✓	✓	✓		✓								
Pushing in queue	✓		✓		✓	✓									✓
Late for lesson (one off)	✓	✓			✓										
Late for lesson (pattern)			✓	✓	✓	✓									
Inappropriate language (one off)	✓	✓	✓	✓	✓				✓						
Dropping litter	✓														
Lateness to registration				✓								✓			
Regularly forgetting basic equipment			✓	✓	✓	✓									
Misuse of ICT	✓	✓	✓	✓	✓	✓				✓				✓	

2 – More serious

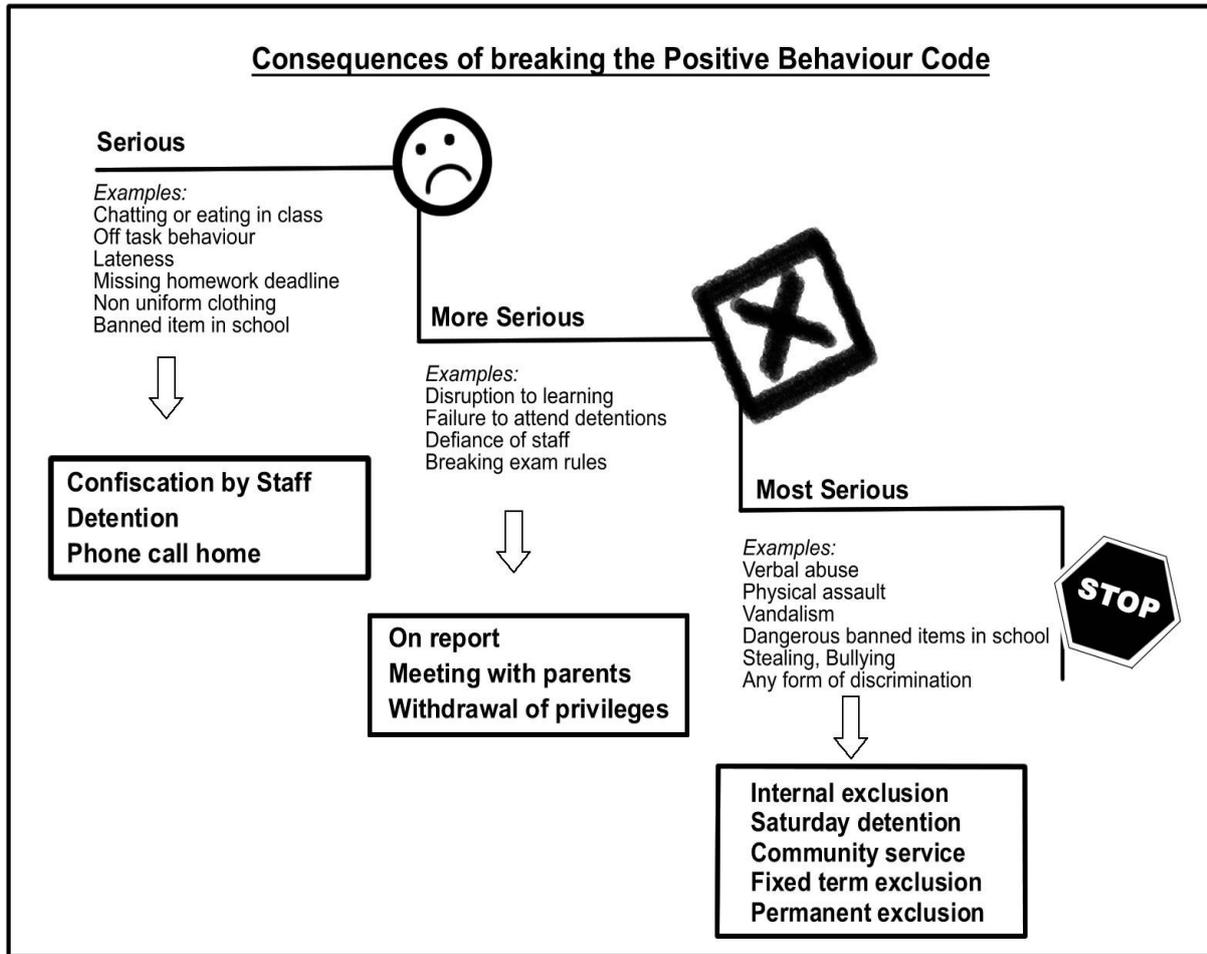
	Referral form	Send to HOF	Write/call home	On report	SPL/ HOF Detention	Leadership Detention	Sent to duty	Meeting with parents/carers	Community Service	Withdrawal of privileges	Internal exclusion
Defiance of staff (ongoing or serious Incident) questioning staff judgement	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Disruption to learning	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Going into out of bounds area	✓		✓		✓				✓		
Failure to attend detention	✓		✓		✓			✓			
Failure to attend Faculty detention	✓		✓			✓		✓			
Failure to attend LT detention	✓		✓				✓			✓	✓
Smoking in school	✓		✓		✓	✓		✓	✓		
Breaking exam regulations	✓		✓					✓			
Damage to environment	✓		✓		✓			✓	✓		✓

3 – Most serious

	Referral	Detention	Duty Room	Call/letter home	Community Service	Attendance Report/withdraw privileges	Meeting with parents/carers	Internal exclusion	INSET day/Saturday detention	Fixed term exclusion	BSP/PSP	Police involvement	GPDP	Permanent exclusion
Swearing at member of staff	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			
Verbal abuse to student	✓	✓	✓	✓	✓		✓	✓					✓	
Physical assault/fight 1 st offence	✓		✓	✓	✓		✓	✓		✓				
Physical assault/fight repeated	✓		✓	✓			✓	✓		✓	✓	✓	✓	✓
Banned items to school-H & S implications	✓		✓	✓			✓	✓		✓		✓	✓	
Weapon in school	✓		✓	✓			✓	✓		✓		✓	✓	✓
Drugs in school	✓			✓			✓	✓		✓		✓		✓
Drug dealing	✓			✓			✓					✓		✓
Stealing	✓		✓	✓	✓		✓	✓		✓		✓	✓	
Bullying	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓		
Discrimination incl. racism, sexism, homophobia	✓	✓	✓	✓			✓	✓		✓	✓	✓		
Persistent bullying	✓			✓			✓			✓	✓	✓	✓	✓
Ongoing disruption	✓	✓		✓	✓		✓	✓		✓	✓		✓	
Failure of BSP/PSP				✓	✓		✓			✓			✓	✓
Threatening behaviour to member of staff	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Setting off fire alarm	✓			✓			✓	✓		✓				
Vandalism	✓	✓		✓			✓	✓	✓	✓		✓	✓	
Truancing lessons/school	✓	✓		✓	✓	✓	✓		✓					

APPENDIX E

CONSEQUENCES OF BREAKING THE POSITIVE BEHAVIOUR CODE (Also appears in the Student Planner)

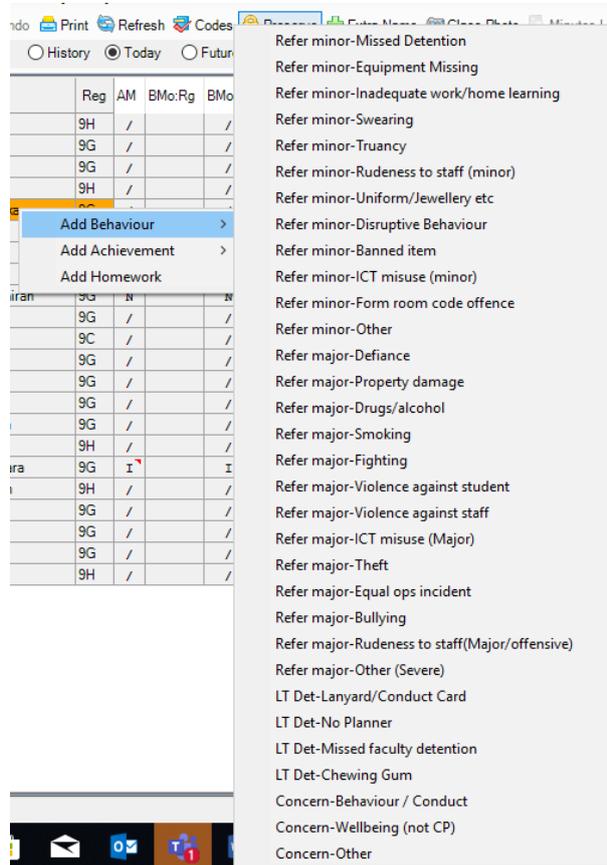


APPENDIX F

Logging behaviour in SIMS

1. From the Register.

You can add a behaviour referral using a right – click on the register (exactly the same as the GREEN merits)



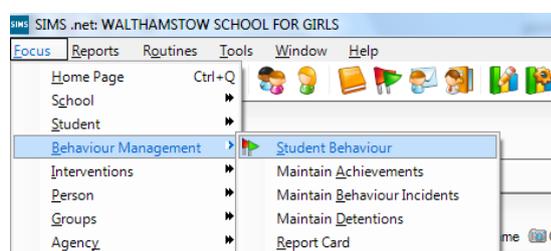
You will need to select 'resolved' or 'unresolved'.

This will quickly populate a SIMs Behaviour Referral but you will still need to go into SIMs behaviour and add additional detail.

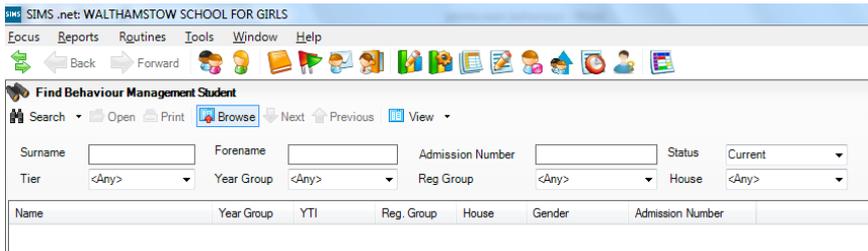
2. Logging Behaviour in Sims Behaviour

This logging replaces the old paper referral form. You need to access this from the SIMS home page.

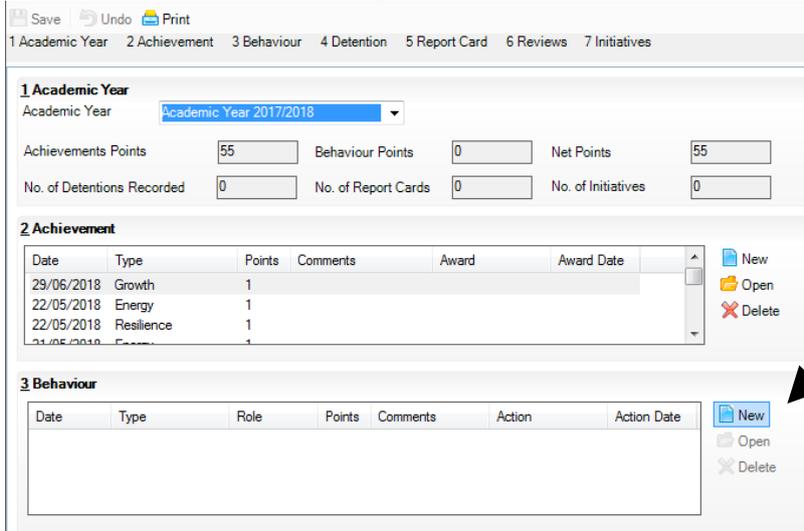
1. Go to FOCUS > BEHAVIOUR MANAGEMENT>STUDENT BEHAVIOUR



2. Search for your student (or the main culprit)



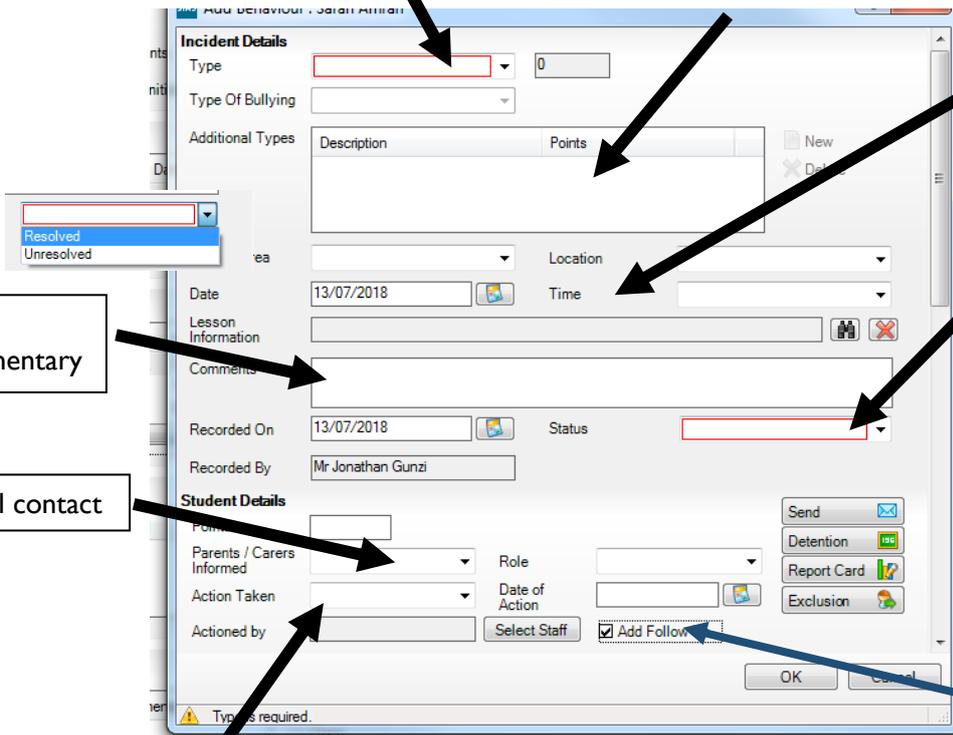
3. Generate the referral: go to the 'NEW' under 3 Behaviour



4. Now complete the referral form. Although SIMS will log this with minimum information, PLEASE ensure you complete all aspects and click on 'ADD FOLLOW UP' (Blue arrow).

This is the behaviour 'type'

The 'additional type' gives you the option to add other types



Subject, Location and Time

Please select as appropriate. DO NOT RELY ON SIMS TO TELL YOUR HOF. You will need to alert them if 'unresolved'!

Your commentary

Parental contact

ALERT THE 'FOLLOW-UP PERSON'

ACTION TAKEN: Please select according to your role (Teacher, HOF, SPL, LT)

5. **The Follow-up** is to be picked up by **HOFs** (unless this is a break-or lunch time issue, it needs to be picked by the SPL).
6. **If a behaviour has already been added from the register** use FOCUS > BEHAVIOUR MANAGEMENT>STUDENT BEHAVIOUR and type in the name of the student and look for the behaviour listed. Left-click on the behaviour entry. This will bring up the partially completed form for you to continue with.

3 Behaviour

Date	Type	Role	Points	Comments	Action	Action Date
07/01/2020	LT Det-Chewing...		1	FS chose to che...		
28/11/2019	Refer minor-Equi...		1			
31/10/2019	Low level Disrup...		1			
23/09/2019	Homework		1			

 New
 Open
 Delete

APPENDIX G

DUTY ROOM PROCEDURES

Referring Member of Staff

Referring members of staff are responsible for

- completing a duty slip and giving it to the student (or another student) to take to the Duty Room. The student will be returned to the HOF if a duty slip is not issued.
- providing appropriate work for the student
- issuing a detention at which the issues can be discussed
- contacting the student's parents/carers as soon as possible
- complete a referral by the end of the day

Duty Room Teachers

Duty Room Teachers are responsible for

- collecting or receiving students who have been referred to the Duty Room
- supervising the student in the duty area for the remainder of the lesson (unless the referral does not fit the criteria, in which case referring the student to the HOF)
- recording the details in the duty diary, logging it on the system using the details provided on the duty slip
- passing the referral to the Head of Faculty/SPL
- resolving the issues with a student who refuses to leave a classroom with the duty teacher, as the matter has become one of more serious defiance
- responding to unexpected visits from parents/carers or reports of students missing from lessons
- If the behaviour issue is considered so serious that the students should stay in the Duty Room all day, a member of the LT MUST be consulted in order to make this decision

Heads of Faculty

Heads of Faculty are responsible for

- supporting colleagues when a student has been sent to duty. This will include collecting the reply slip for any student who has been sent to the Duty Room by a member of faculty and arranging a meeting between the student and teacher to reinforce expectations before the student returns to lessons. It may also involve contacting parents and/or arranging for the student to sit in another class for a set period of time, using the faculty parking system. Where it is the second referral to duty, one strategy would be for the HOF to place the student on a faculty report and issue a faculty detention

Student Progress Leaders

Student Progress Leaders are responsible for

- following up students who are referred to duty for a break/lunchtime incident, issuing a suitable punishment and contacting parents/carers
- supporting tutors when a student has been sent to duty during registration. This will include arranging a meeting between the student and tutor to reinforce expectations before the student returns to registration and may involve making alternative registration arrangements for an appropriate period of time
- Intervening when a student is sent to the Duty Room more than 3 times in a term, to include meeting with parents/carers and setting a detention

Pastoral AHT

Pastoral AHT is responsible for:

- making the decision to place a student in internal exclusion in conjunction with LT

THE DUTY SYSTEM – ROLES AND RESPONSIBILITIES

Immediately

- Complete duty slip
- Provide work

By end of day

- Complete referral

Within 24 hours (in liaison with HOF if lesson-based referral)

- Issue detention
- Inform parents/carers

Before next lesson

- Meet with student supported by line manager

MEMBER OF STAFF



DUTY TEACHER

Supervise student
Record details on system
File duty slip
Pass duty slip onto HOF/SPL



HOF/SPL

Support member of staff by arranging meeting before next lesson /tutor period
Ensure detention is set and any other action is taken as deemed appropriate, oversee and support detention,
Report card/contact parents/carers

Criteria for Referral to Duty Room

The Duty Room is for the immediate short-term containment of students who have seriously breached school rules.

A student should only be sent to the duty room for the following serious breaches of school rules:

- Extreme rudeness or defiance
- swearing at or being abusive towards the teacher
- aggressive or challenging behaviour
- complete refusal to follow the teacher's instructions, despite being given repeated opportunities to do so
 - The teacher should first have:
 - repeated the instructions
 - considered the use of the parking system or giving the student cooling-off time
 - made the consequences of the defiance clear
 - given several warnings

Violence:

- throwing objects e.g. chairs
- fighting
- any form of aggressive physical contact



Walthamstow School for Girls

DUTY ROOM

The Duty room is for the immediate, short term containment of students who have seriously breached school rules in the following ways:

1. Extreme rudeness or defiance
 - Swearing at or being abusive to the teacher
 - Aggressive or challenging behaviour
 - Complete refusal to follow the teacher's instructions, despite being given repeated opportunities to do so

2. Violence
 - Throwing objects e.g. chairs
 - Fighting
 - Any form of aggressive physical contact

Name of Student Teacher Period

Subject Date Time

How has the code of conduct been breached?

Extreme rudeness or defiance Violence

Details:

Work set:

APPENDIX H

IF ANY OF THE FOLLOWING PROBLEMS OCCUR IN FORM ROOMS AT BREAKTIME AND LUNCHTIME

- Eating food in the classroom
- Rubbish left in the room/room left in bad condition
- Use of teacher computer
- Playing music/DVDs
- Allowing other classes in the form room
- Unacceptable level of noise/silly behaviour

The following sanction will be incurred by the whole form(s) if individuals cannot be identified

1st time	2nd time	3rd time	4th time	5th time	6th time
Ban for 1 day (issued by Tutor in conjunction with SPL)	3 day ban (issued by Tutor in conjunction with SPL)	5 day ban (issued by SPL)	Room closed for ½ term (spoken to by LT)	Room out of bounds for the whole term	Ban for the rest of the academic year

APPENDIX I

Internal Exclusion Room Procedures

Logging Duty Room Entries

1. The Duty Room Log can be accessed from TEAMS: STAFF CENTRAL > DUTY LOG
2. For full functionality you should open it in the **desktop app**.
3. Please fill in all details.

1	Surname	Forename	Year	Year Group	Date	Period	Subject	Faculty	Duty Person	Reason	Notes	Home Contact	Allday
	9 S		27/11/2019	2	RSC	English	BHA	Rudeness/Defiance	hOF to call home: long term supply teacher		Yes	No	
	9 S		27/11/2019	2	RSC	English	BHA	Rudeness/Defiance	hOF to call home: long term supply teacher- BHA Called home Left voicemail		Yes	No	
	9 S		27/11/2019	2	RSC	English	BHA	Rudeness/Defiance	hOF to call home: long term supply teacher		Yes	No	
	8 W		27/11/2019	5	MST	ADT	DSH	Rudeness/Defiance	Refused to move. Continued defiance.		Yes	No	
	9 S		29/11/2019	3	RSC	English	SQ	Rudeness/Defiance	Incident in English		Yes	No	
	9 S		29/11/2019	3	RSC	English	SQ	Rudeness/Defiance	Incident in English		Yes	No	
	9 S		29/11/2019	3	RSC	English	SQ	Rudeness/Defiance	Incident in English		Yes	No	
	8 W		12/02/2019	3	GQU	PA	MPH	Rudeness/Defiance	Comment to staff member in ECO drama lesson. ECO also following up.		Yes	No	
	8 W		12/02/2019	3	GQU	PA	MPH	Rudeness/Defiance	Failed to follow instructions 3 times.		Yes	No	
	11 F		12/02/2019	5	NSH	ICT	MDA	Rudeness/Defiance	Poor attitude-sent by NSH from Economics		Yes	No	
	10 C		12/03/2019	1	NAH	MFL	TJB	Rudeness/Defiance	Failed to follow instructions, walked out of lesson - upset (taken back 2nd		No	No	
	10 S		12/11/2019	1	LWO	LT	SQ	Violence	Pushing another student		Yes	Yes	
	9 H		12/12/2019	3	Ms Gayun	Maths	TJB	Rudeness/Defiance			Yes	Yes	
	10 S		12/12/2019	2, 3 & 4	LWO	Pastor	TJB	Other	Unacceptable behaviour in form room		Yes	No	
	8 H		16/12/2019	5	VBE	MFL	SKE	Other	DISRUPTIVE BEHAVIOUR		Yes	No	
	8 G		16/12/2019	5	VBE	MFL	SKE	Other	DISRUPTIVE BEHAVIOUR		Yes	No	
	9 H		16/12/2019	5	MGI	ICT	SKE	Rudeness/Defiance	DISRUPTIVE BEHAVIOUR		Yes	No	
	11 C		17/16/2019	5	HBR	PA	MDA	Other	Acrylic nails		Yes	No	
	8 W		18/12/2019	1	KPR	Pastor	MPH	Other	Acrylic Nails		Yes	Yes	

4. The Duty Log can also be accessed from the Duty Room Team using the **Staff Notebook** tab

