



BEHAVIOUR POLICY

As required by the 1996 Education Act, the Governors of The Petersfield School have agreed the following Behaviour Policy for regular publication to parents and students.

Introduction

No organisation can achieve its aims without disciplined behaviour from its members. At The Petersfield School we expect academic, social and personal discipline of the highest possible standard.

Aims of the School

School Vision

To become a “world class” school at the heart of our community where all are happy, valued and challenged to perform to the highest standards.

At The Petersfield School we aim to develop the abilities of all our students so that they achieve appropriate knowledge, concepts, skills and attitudes which will enable them to engage in satisfying careers and occupations, achieve maturity and independence and make useful contributions to society. In order to do this we try to ensure that the knowledge and concern of the staff is focused effectively on the needs of the individual child. There is a structured plan of personal, educational and vocational guidance, and a regular assessment of the performance and progress of each student. High standards of behaviour, appearance and work are expected. We encourage respect for others, self-discipline and participation in school activities. Good personal, social and academic discipline is the starting point for achieving success. We want our children to be happy and fulfilled at school and we offer a friendly social environment, encouragement to work, and opportunity to succeed. We intend to maintain an orderly and disciplined school in which our aims can be achieved.

Rationale of the Behaviour Policy

The School offers a secure framework of accepted standards of conduct within which learning can flourish. There is a code of conduct which all students are expected to observe. Children must comply with the school’s published procedures, adopt the code of conduct and meet classroom expectations. Should children fail to respond to encouragement and reminders to conform to the required standards of behaviour, then sanctions will be applied.

Key Principles of the Behaviour Policy

All students have the right to carry out their school work and achieve their targets without disruption caused by the misbehaviour of other students. All students have the responsibility to contribute to a learning environment. Therefore:

- No student will be allowed to challenge persistently the authority of the School or the staff.
- The Petersfield School will not tolerate the personal harassment or bullying of any student, nor will it tolerate fighting or other forms of violence as a means of settling arguments or disagreements.
- The Petersfield School will not tolerate the involvement of students with drugs and may permanently exclude for a first offence within the jurisdiction of the school.
- Behaviour by students outside school at any time which damages the reputation of the school, or harms other members of the school, whether staff or students, will be dealt with under this policy.

Responsibilities of students

These responsibilities have been designed for the safety and well-being of everyone in the school. Students must observe not only these rules, but also all other instructions given to them by members of staff and prefects.

1. Students must follow the Code of Conduct at all times.
2. Students must adhere to the uniform code at all times.
3. Students must attend regularly and must behave in an orderly manner when travelling to and from school. High standards of behaviour and dress are expected both inside and outside the school.
4. Students must arrive at school on time and with all the necessary books and equipment for their day's lessons.
5. During school hours and at lunchtimes students may not leave the premises without the permission of a member of staff (usually their Head of House) and then must be signed out at Reception. Students who are unwell should tell their teacher and will be referred to the Medical Room if necessary.
6. At break-times and lunch-times, students should normally remain in the playgrounds.
7. In corridors, students should behave quietly and sensibly, walk (not run, or dawdle with friends).
8. All clothing and personal property must be marked with the owner's name.
9. Outdoor clothing should not be worn in buildings.
10. In accordance with the law, smoking is not permitted on the school premises, or on the way to and from school. Students may not bring cigarettes, matches, or cigarette lighters into school.
11. Students may only eat at break time and lunch-time, in the dining room or outside the building. Chewing gum and bubble gum should not be brought into school.
12. Dangerous or illegal items or substances must not be brought onto the school premises. Involvement with illicit drugs is forbidden.

13. Expensive items must not be brought into school. Large sums of money and valuables should not be brought to school without permission from a member of staff.
14. Mobile Phones:-
- (a) Students must take full responsibility for the safety of their mobile telephones. All mobile telephones are brought into school at the owner's risk and the school will accept no responsibility for their loss or damage.
 - (b) All mobile telephones must always be switched off inside the school buildings and in any lessons which take place outside the buildings, e.g. Physical Education, Outdoor Education.
 - (c) On school trips, mobile telephones may be carried and used only with the permission of the accompanying teachers.
 - (d) A further rule is set nationally by the examination boards: any student or student found taking a mobile telephone into an examination room will be disqualified from the examination.
15. Litter must be placed in the bins provided.
16. Students may cycle to school. Bicycles must not be ridden in the school grounds and should be stored in the space provided.

Roles and Responsibilities

While promoting good behaviour is the responsibility of the whole school community, individuals and groups within the community have specific roles to play.

- Students will follow the Code of Conduct with no negotiation. Students will shape and promote the *Start Smart* Classroom Code, supporting staff and other students, reporting incidents of bullying and other forms of misbehaviour, and taking responsibilities that contribute toward positive behaviour, for example as mentors / prefects in Year 10 and prefects in Year 11.
- The governing body will define the principles underpinning the school's behaviour policy and monitor its effectiveness.
- The Headteacher will establish and maintain an environment that encourages good behaviour and, together with the senior team, will organise support for implementing the policy.
- Staff will be responsible for ensuring that the policy is calmly, fairly and consistently applied and that students are encouraged to behave well, as well as in providing mutual support for each other and modeling in all their professional behaviour the high standards that we expect from students.
- Parents and Carers will take responsibility for their child's attendance, and their behaviour inside and outside the school, working in partnership with the school to maintain high standards of behaviour and attendance.

Sanctions

Poor behaviour occurs in the 4 categories outlined in the staff and student behaviour procedures. The following offers examples of appropriate sanctions.

When a student fails to meet the expectations of staff, the rules set down in each department's classroom plan or any other school rule, it may be necessary to employ some form of sanction / consequence to bring about improvement in his / her behaviour. The sanctions in the classroom are hierarchical and should be followed as stages. It is important though, that after any incident has been fully resolved, the student starts again in a lesson with a 'clean slate' as, through following the discipline procedure, the student has already experienced a consequence relative to their actions for the previous lesson.

Role of subject teacher/tutor

A concerned member of staff should deal with behaviour problems within the curriculum/tutor area, in an effective and assertive manner. Any ongoing or increasing concern should be dealt with according to the procedures. Sanctions available to individual teachers, form tutors and members of the wider staff, when dealing independently with behaviour infringements, include:

- discussion / reprimand / resolution
- change of seat
- extra work or task
- withdrawal of privilege
- individual detention (supervised by teacher) e.g. break or lunchtime
- after school detention
- clearing litter or graffiti especially if related to misdeed
- phone call / letter home

Role of Head of Department/Head of House

Where the students fails to respond to the classroom teacher leading to the matter persisting, or where the matter is more serious, it should be recorded through the SIMS referral system. The Head of Department/House can apply a further range of sanctions and intervention including:

- verbal discussion / reprimand requiring a verbal or written apology (copy filed)
- warning (verbal with consequence outlined)
- warning (written and consequence outlined)
- after school departmental / work detention (letter sent home giving 24 hours notice)
- phone call / letter to parents
- withdrawal from lesson and placing in alternative classroom (short term option)
- parental interview
- student placed on report (electronic via SIMS or paper) to HoD or HoH

- 'Round Robin' circulated to gather further information on progress
- individual contract / agreement drawn up and agreed at interview by parents and student, with the consequences of breaking contract clarified
- warning of escalation through the behaviour policy
- Head of House may choose to involve a variety of outside agencies to support students and will do so in consultation with the parent/s

Role of Senior Leadership Group/Head of House

In the case of a student failing to respond to Heads of Department/House, a student may be referred to a Senior Leadership Group detention. In cases of Gross Misconduct, a HoH may choose to isolate or recommend exclusion. In cases of exclusion, a student will be referred to the Headteacher or a representative. This is appropriate either where behaviour issues remain persistently unresolved, or where a single issue is so serious as to merit immediate action from the Headteacher (or, in his absence, his Deputy/Assistant). This will follow the pattern:

- fixed term for nominated number of days
- exclusion interview with parents, student, HOH, Assistant/Deputy Head or Headteacher
- (where further fixed term exclusions ensue) referral to Governors' Student Disciplinary Panel

If a student is felt to be at high risk of repeated fixed term, or permanent exclusion, a Pastoral Support Programme/Inclusion Partnership Agreement planning meeting will be called, to include all parties involved. This meeting will provide strategies to avoid possible permanent exclusion through the formulation and implementation of a Pastoral Support Programme/Inclusion Partnership Agreement.

Permanent Exclusion is the final stage in the exclusion process and the last resort. If deemed necessary by the Headteacher and according to all available evidence, permanent exclusion will be implemented following county and national guidelines and regulations.

The Petersfield School has the right to choose any sanction in accordance with the behaviour policy and will inform the parent/carer of the decision when appropriate.

Gross Misconduct

Certain actions are so serious that they will result in short-term or permanent exclusion from the school. Such actions are identified as Gross Misconduct. A written record will be maintained on the student's file. The examples listed below are normally regarded as acts of Gross Misconduct, but are not intended to be either inclusive or exhaustive:

- Repeated incidents of misconduct.
- Acts of gross negligence or recklessness or acts which are serious breaches of safety regulations, endangering, or likely to endanger, people or property, e.g. deliberate misuse of the fire alarm system.
- Fighting, physical assault, threats of assault or intimidation of any person on school premises.
- Sexual misconduct.
- Discriminatory behaviour on grounds of sex, race or disability.
- Personal abuse or harassment of staff or students, whether on or off school premises.
- Theft, dishonesty or unauthorised removal of school property. Serious damage to school property, or the property of others.
- Being under the influence of alcohol or illegal drugs whilst under the jurisdiction of the school.
- Possession of alcohol on school premises or under the jurisdiction of the school.
- Reasonable suspicion of misuse of drugs or possession of illegal drugs.
- Introducing the illegal drugs culture into the school by encouraging other students to become involved.
- Promoting a culture of violence including being in possession of any offensive weapon or any other harmful material whilst under the jurisdiction of the school.
- Breaches of the criminal law.
- Bringing the good name of the school into disrepute.
- Bullying.
- Misuse of the internet.

It is the role of the Senior Leadership Group and Heads of House to decide whether an action constitutes gross misconduct. The decision will be based on whether the balance of probabilities indicates the guilt of a student.

Exclusions

- Exclusion, whether short-term or permanent, will only be imposed by the Headteacher (or a Deputy/Assistant Headteacher in the Headteacher's absence).
- Although the Headteacher may exclude a student immediately, exclusion will normally be used after consideration of a report submitted by other staff of the school and after consideration of the general conduct of the student or student.
- In the case of short term exclusion, the Headteacher (or Deputy) will inform parents by letter and a member of the Leadership Group or HoH will interview the parents before the student or student returns to school.
- Students returning from short term exclusion will be placed on report.
- Conditions may be set for future behaviour.

- Where permanent exclusion is being considered, the student or student will normally be excluded for a short period and the Headteacher or Deputy will consult with parents and teachers before the final decision is made.
- In all cases of exclusion a letter of explanation will be sent home detailing the nature of the offence and the rights of parents including the right to appeal.
- Permanent exclusion may be used for a first offence (e.g. serious assault, possession of illegal drugs).
- Anyone who introduces the drugs culture to the school, or to its students, including possession of and dealing in illegal drugs, will be excluded permanently from the school.
- It should be recognised that certain incidents may involve calling in the police. However, police investigations or proceedings by them will not prevent action by the school.
- A student or student who has been excluded may not enter school premises except with the permission of the Headteacher (or appointed Deputy/Assistant).
- The Headteacher (or appointed Deputy/Assistant) is required to give written notice of any exclusion, including an indication of the reasons, to the Chairman of Governors.
- When a student has been excluded more than once, any subsequent offence which might lead to exclusion will have the previous occasions taken into account and may result in permanent exclusion.

Appeals

Parents may appeal against fixed term and permanent exclusion to the Discipline Committee of the Governors. Parents also have the right to appeal to an independent panel appointed by the LEA. Decisions by this panel are final and binding on all parties.