



Woolwich Polytechnic School for Girls

PolyMAT

Behaviour & Exclusion Policy

Policy Date: May 2019
Reviewed: October 2020
Approved: November 2020
Revision: November 2021

At Woolwich Polytechnic School for Girls we believe that learning empowers. We are committed to our values of resilience, leadership and excellence, and know that in the relentless pursuit of these values we are preparing our students for the challenges of modern life. In doing so, we create an environment where exemplary behaviour is at the heart of productive learning and in everything that we do. We are Poly and Proud.

Our policy guides staff, students, parents and carers and echoes our core values with a heavy emphasis on respectful behaviour. We develop all students in the habits of stoicism and kindness through pre-emption, thus a joint approach to managing poor behaviour and interventions support staff and students.

Sections:

1. Expectations of students
 - a) Uniform
 - b) Personal property
 - c) Contraband – mobile phones and electronic devices
 - d) Contraband – other items
 - e) Discriminatory, abusive or threatening language, bullying
 - f) Intimidation or physical abuse
 - g) Home school contract
2. Pre-emption strategies and Expectations of Staff
3. Rewards and Awards
4. Sanctions
5. Exclusions
6. Confiscation
7. Support and interventions
8. Discretion

1. Expectations of Students

Poly and Proud students maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same. All Year 7 students are explicitly taught and spend time learning and practising our routines and rules in their first week at WPSG. This ensures clarity and understanding, and allows focussed learning in an environment where wellbeing of students and staff is paramount.

The Poly and Proud statements for students are: Be Ready, Be Respectful, Be Responsible

- a) Students should come to school every day in full uniform (skirt length must be below the knees). Jackets, coats should be plain and grey, navy or black. Non-uniform items should be removed before entering the school site.
- b) Jewellery is not allowed in school, other than a watch or items worn for religious reason. If students choose to bring valuable items to school, they do so at their own risk. The School will not accept responsibility for their loss or damage.
- c) Mobile phones, ear/headphones, ipads/tablets and all other electronic devices should not be seen or heard on the school premises, regardless of the time of day. If these items are seen or heard in school, they will be confiscated (please refer to ‘confiscation’).
- d) Students should never bring on to school premises cigarettes, matches or lighters, drugs, alcohol or other unauthorised substances or items that could be construed as ‘weapons’. Items that are banned in school can, and will, be confiscated.

Items allowed on person	Items ONLY allowed in bag	Items not allowed in bag or on person
-------------------------	---------------------------	---------------------------------------

Hand sanitiser Tissues Vaseline (blue, green or brown only) or Carmex Phones (switched off) Money/ Oyster	Combs/brushes Roll-on deodorant only	Chewing gum Cosmetics Hoodies/tracksuit tops, caps, Fizzy/energy drinks, sweets, crisps. Multiples of any food/drink items Spray deodorant/fragrance/body spray Mirrors Packed lunch
---	--	---

- e) Students will not use discriminatory, abusive or threatening language, including but not limited to swearing, racist, sexist or homophobic abuse. Students will not bully or harass others. For more detail, please see the schools anti-bullying policy.
- f) Students will not intimidate or physically abuse others, keeping their hands to themselves at all times.
- g) All students will sign the home school contract and abide by it at all times. The contract will also be signed and supported by parents.

2. Pre-emption strategies and Expectations of Staff

Staff are warm but strict, with an understanding that care for all students is compatible with high expectations. All Staff ensure consistency by challenging behaviour that is not Poly and Proud and are supported to do so. This enables 100% of students to be on task, for every task, in every lesson. In addition to the routines and rules taught to students in the first week of school, staff use these strategies swiftly to correct behaviour:

- **Silent/ Non-verbal:** Hand signals, eye contact, facial expressions, shake head, sharp pause, clicking.
- **Unnamed:** “We’re waiting for 100%... just one person.... And 100%”
- **Named:** “Elizabeth, we listen so we can learn. Thank you”

Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice.

Subject teachers take responsibility for behavioural problems that arise in their lesson in the first instance. Students must never be allowed to behave in a way that prevents or interrupts the learning of others, or that in any way puts others at risk. Staff will use restorative conversations during resets with students to understand what went wrong, how to prevent it from happening again and to start the next lesson afresh and without ill feeling.

Heads of Department can be used in a supportive role if the subject teacher cannot resolve the problems themselves. Pastoral leaders should be informed of such difficulties and may support staff with successful behaviour strategies for individuals.

Staff are expected to fully support the school’s aims by:

- having high expectations of students and their work
- establishing clear lesson objectives and ensuring they are met
- ensuring a classroom environment founded on respect for others
- utilising the school’s rewards and sanctions fully
- following the school policy on homework, marking and assessment
- showing consistency and fairness in dealing with students
- dressing in a professional manner
- modelling exemplar behaviour and school values
- adhering to the staff code of conduct at all times and referring to the staff handbook for guidance

3. Rewards and Awards

Students can see that there are a wide range of rewards for displaying the school values of Resilience, Leadership and Excellence, as well as for being kind and contributing positively to the community.

Rewards include (but are not limited to):

- Poly Points – can be gained at any time and accrue towards larger rewards
- Poly and Proud reward cards
- Mentions in assembly
- Hot Chocolate Fridays
- Post cards home
- Congratulatory letters home
- Certificates
- Attendance certificates and badges
- Value (Resilience, Leadership, Excellence) certificates and badges
- Jack Petchey nominations
- Reward trips/activities in school
- Awards at prize giving

It should be noted that research has consistently shown that the rewards that students value beyond all others is teacher praise and teacher time.

4. Sanctions

- a. **Behaviour Points** are reminders given to students who make a bad choice, break a school rule, or for:
- Misbehaviour in corridors or around Schools premises (running, shouting etc)
 - Persistently not tracking, not SLANT-ing or not concentrating
 - Poorly presented work
 - Untidy uniform (untucked shirts etc)
 - Anything else a student has previously been reminded about

These points are recorded and monitored using a computer program called SIMS, every time a student gets a Behaviour Point a Poly Point is taken away from the student. We believe that Poly Points should be earned therefore a behaviour point is a consequence of not up holding our school values.

- b. **RESETS** (Detentions) are given for gaining a behaviour point in a lesson. Resets are 30 minutes or 60 minutes long and completed on the day they are set. Staff will endeavour to inform parents/carers of resets via text message on the day. During a reset, students will have a restorative conversation with the member of staff that set it. Students will be asked to reflect on their behaviour and discuss how they can improve and prevent it from happening again. Students who arrive late for school will also receive a 60-minute reset on the day that they are late. All resets will be recorded on SIMs.

30-minute resets are given for (but not exclusive to):

- Inappropriate corridor behaviour
- Lack of equipment or book
- Incorrect uniform
- Lack of effort in class/homework
- Incomplete/no homework
- Chewing gum
- Use of inappropriate language
- Having any item confiscated
- Talking in class
- Insulting others
- Lateness to lesson

60-minute resets are given for (but not exclusive to):

- Lateness to school
- Refusing to follow instructions
- Hesitating/refusing to hand over contraband
- Disrupting a lesson
- Being sent to Refocus
- Verbal abuse towards a peer
- Use of racist/sexist/homophobic/xenophobic language
- Being unkind
- Off task behaviour
- Incomplete homework

5. Internal and Fixed Term (External) Exclusions

a. **Internal Exclusions (REFOCUS):**

REFOCUS runs from 08:20 to 15:45. Time spent in REFOCUS is at the Head teacher's discretion, but reasons may include:

- Failing to attend Reset(s)
- Earning three or more Resets for the same or similar reason in a 1-week period
- Serious misconduct
- Extreme defiance
- Not acting stoically (e.g. reacting badly to a sanction)
- Arrival to school in incorrect uniform or with an inappropriate hairstyle
- Major corridor misbehaviour (e.g. pushing, tripping, shouting, kicking etc)
- Discrimination, abuse or prejudice towards others from the school community
- Major incident, or bringing the school into disrepute
- Possession of forbidden items
- Swearing or using racist/ homophobic language
- Multiple on calls
- Disrespectful behaviour towards a member of staff
- Play fighting
- Persistent disruption

During this time students are provided with a packed lunch and workbook to be completed in silence. Students will remain in Refocus until a reintegration meeting takes place with HOY/Behaviour Support Officer.

In addition, there are times when an offence is serious enough to merit exclusion, but the student's circumstances or record is such that an external exclusion would be inappropriate. This can only be considered if suitable arrangements can be made for a student's supervision. During REFOCUS, a student will be expected to reflect upon their behaviour and show understanding of how they can improve it. They will also be expected to self-quiz, complete any work set and catch up any work missed in their own time. Students who go into REFOCUS after the school day has begun will make up the time on the following day. For example, if a Student goes into Refocus after 1pm will complete a full day of Isolation the following day.

b. **Fixed Term (External) Exclusions:** Fixed term exclusions are made at the discretion of the Head teacher and can include, but are not limited to, the following:

- Persistent or extreme disruptive behaviour
- Persistent or extreme behaviour inconsistent with the values and ethos of the school
- Extreme defiance or rudeness
- Sexual harassment

- Theft, blackmail, physical violence, threatening behaviour, possession of alcohol, tobacco or e-cigarette, intimidation, discriminatory behaviour, bullying, including cyber bullying or digital abuse
- Misconduct of a sexual nature, including sexting, or supply and possession of pornography or indecent images
- Damage to property, vandalism

Loss of school time should provide a real punishment for the offence and deterrent against future wrong doing. It should therefore be accompanied by a suitable amount of work to be done during the exclusion period

- c. The Fair Access Panel.** In ordinary circumstances the Academy would recommend a referral to the Local Authority Fair Access Panel either at the 5-day exclusion point or as an alternative to Permanent Exclusion.
- d. Governors Disciplinary Panel** Final warnings can be issued by the Governors when behavioural expectations have been breached on numerous occasions and/or there has been a serious breach of the school rules. Parents/carers are expected to attend, as well as the student.
- e. Permanent Exclusion** A decision to permanently exclude a pupil is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success, including (but not exclusive to) a final warning by the Governors Disciplinary Panel. There will be however, exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These include:
 - serious actual or threatened violence against another pupil or a member of staff;
 - sexual abuse or assault;
 - supplying an illegal drug;
 - carrying an offensive weapon.

Where appropriate the school will inform the Police and/or other agencies e.g. MASH/Children's Social Care.

6. Confiscation

- Mobile phones, ear/headphones, ipads/tablets and all other electronic devices should not be seen or heard on the school premises, regardless of the time of day. If these items are seen or heard in school, they will be confiscated and kept in the school safe until the end of that school term. If they are confiscated in the last week of a term, they will be kept until the end of the following term. For more detail, please see the school's mobile phone and electronics policy.
- Certain items (as listed previously) are not allowed on school premises. When confiscated, food items will be donated/thrown away, clothes and other items should be returned at the end of that day unless it is a repeat offence, in which case items will be held for longer. These confiscated items will be kept in a safe place on the school site.

7. Intervention and Support

The school will review support arrangements for students at risk of becoming disaffected or of exclusion. Such support may include (but is not exclusive to) any of the following:

- Pastoral Support Plan (PSP)
- Counselling/mentoring
- Self-control mentoring
- Early Help process
- Off-site provision
- Individualising the curriculum and its allied resources
- Re-tracking programme

Some of the school's forms of support are explained in further detail below:

Round Robins

When a Form Tutor, Head of Year or Parent/Carer is concerned about a student a 'Round Robin' can be initiated to monitor his work/behaviour/homework. The round robin is a way of collecting information in a format which allows all teaching staff to write a brief report on the student. This can then be shared with parents/carers and actions can be put into place. Round robins will also be collected before a cause for concern meeting or any other meeting with parents/carers or professionals to discuss a student's behaviour or progress.

Cause for Concern Meetings

When a student is causing concern in more than one welfare/academic area a meeting may be called by the Head of Year to discuss and agree joint strategies. Parents are usually present at such meetings. A copy of the signed Home-School Contract will be brought along to remind students and parents of expectations. Any support that is required in order to help the student and/or parent make necessary changes will be discussed and actioned.

Early Help Assessments/Referrals

In cases where support from school has been exhausted without positive impact it may be pertinent to get an EHA completed. This will ensure that all avenues of help available are utilised. The Assistant Head must authorise all EHAs/referrals.

Team Around the Child (TAC)/Team Around a Young Person (TAYP)

When concerns about a pupil/student reach beyond the classroom into social/emotional and care issues, Heads of Year should, in consultation with the Head of Pastoral Care, convene a TAC/TAYP meeting. Such meetings should involve all relevant professionals and have action points and time frames clearly minuted. Parents/Carers should be informed and/or be in attendance for these meetings.

8. Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help Woolwich Poly Girls make better choices and learn the right lesson.

Appendix 1 – COVID 19

Due to the current pandemic, we have added the following appendix to this policy.

Masks/face coverings

Students are expected to wear a black or plain surgical type mask in all public spaces unless medically exempt. (The names of these students will be disseminated to the staff as well as the students wearing 'daisy-chain' lanyards to identify them). Students are always expected to bring their own mask and carry it on them. They should be worn in corridors, the assembly hall and all other spaces except for inside classrooms during lessons and whilst eating. They are also expected to wear them on public transport whilst travelling to and from school. Any persistent or deliberate breaches will be sanctioned with a Reset.

Further COVID related issues

If a student deliberately coughs on another student or member of staff, this will also be sanctioned appropriately.

If a student deliberately refuses to follow the one way system or other health and safety measures, they will be sanctioned appropriately.