



Woolwich Polytechnic
School for Girls



WOOLWICH POLYTECHNIC SCHOOL FOR GIRLS

Behaviour and Exclusion Policy

Reviewed August 2021
Approved: December 2021
Revision due: December 2022

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 want the Poly to be a happy place for all, where we build positive relationships; 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) Contraband – food/drink
 - f) Discriminatory, abusive or threatening language, bullying
 - g) Intimidation or physical abuse
 - h) Home school contract
2. Pre-emption strategies and Expectations of Staff
3. Rewards and Awards
4. Sanctions (including Exclusions)
5. Confiscation
6. Intervention and Support
7. 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 students are explicitly taught how to behave and spend time learning and practising our routines 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 Safe

- a) Students should come to school every day in full uniform (see uniform list for details). Jackets or coats should be plain and in dark colours. 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 reasons. 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 (see mobile phone and electronics policy for details). 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' or be unsafe. Items that are banned in school can, and will, be confiscated. (Please note that spray cans e.g. deodorant/body spray or glass containers will be confiscated for Health and Safety reasons).

- e) Students will not bring banned food/drink items on to the school premises – this includes but is not limited to: drinks other than still water, biscuits, sweets, crisps, cakes, doughnuts, chocolate and gum. If these items are seen, they will be confiscated.
- f) Students will not use discriminatory, abusive or threatening language, including but not limited to swearing, racist, sexist or homophobic/biphobic/transphobic abuse. Students will not bully or harass others. For more detail, please see the schools anti-bullying policy.
- g) Students will not intimidate or physically abuse others, keeping their hands to themselves at all times.
- h) All students will be aware of 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 and fair, 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. Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice where appropriate.

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:

- i) having high expectations of students and their work
- ii) establishing clear lesson objectives and ensuring they are met
- iii) ensuring a classroom environment founded on respect for others
- iv) utilising the school's rewards and sanctions fully
- v) following the school policy on homework, marking and assessment
- vi) showing care, consistency and fairness in dealing with students
- vii) modelling behaviour and school values
- viii) adhering to the staff code of conduct at all times and referring to the staff handbook for guidance

3. Rewards and Awards

It is vital that 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, contributing positively to the community and going over and above in their efforts. Sanctions will always have a far greater deterrent effect if they are outnumbered by the rewards given.

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
- House tokens

- Post cards/notes/phone calls home
- Congratulatory letters home
- Certificates
- Value badges
- Jack Petchey nominations
- Reward trips/activities in school
- Awards at Celebration evenings

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

4. Sanctions

Behaviour Points are given to students who make a bad choice, break a school rule, or misbehave. These points are recorded and monitored using school software called SIMS and each one results in a **Reset** after school.

- RESETS** (Detentions) are given for gaining a behaviour point. 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 Weduc 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.

Internal and Fixed Term (External) Exclusions

- Internal Exclusions (REFOCUS):** This should be used when an offence is serious enough to merit external exclusion but the student's circumstances or record is such that an external exclusion would be unnecessarily harsh. Internal exclusions, like external exclusions should be noted on the student's file and notified to his parents (or carers).

REFOCUS runs at the same time as the school day, plus a 60-minute Reset after school where deemed appropriate. Time spent in REFOCUS is at the Head of School's discretion.

During this time students are supervised by the Behaviour Support Officer or another member of staff. They will be provided with work to be completed in silence and will have toilet breaks and lunch separate to the rest of the student body. Students in Refocus will be asked to complete a reflection sheet and have a conversation with the member of staff regarding their actions and choices. Following Refocus, it may be deemed appropriate for parents/carers to attend a re-integration meeting to support the student in improving their behaviour.

Students who are sent to Refocus during the school day due to disruption in a lesson or poor behaviour around school will be assessed by the Behaviour Support Officer as to whether they remain in the Refocus room for the rest of the day or if they can return to their next class. This will depend on a number of factors including, but not limited to, the reason they were sent to refocus, the students' frame of mind and ability to reflect, the effect the student's behaviour may have on others if they return to class. This will be decided on a case by case basis with the aim of getting students back to class wherever possible.

- Fixed Term (External) Exclusions:** As a principle all first exclusions should be for one day, second exclusions for two days etc. The exact length of the exclusion would reflect each

student's individual circumstances and the seriousness of the misdemeanour they had committed.

Fixed term exclusions are made at the discretion of the Head of School and can include, but are not limited to, the following:

- i. Persistent or extreme disruptive behaviour
- ii. Persistent or extreme behaviour inconsistent with the values and ethos of the school
- iii. Extreme defiance or rudeness
- iv. Sexual harassment
- v. Theft, blackmail, physical violence, threatening behaviour, possession of alcohol, tobacco or e-cigarette, intimidation, discriminatory behaviour, bullying, including cyber bullying or digital abuse
- vi. Misconduct of a sexual nature, including sexting, or supply and possession of pornography or indecent images
- vii. Damage to property, vandalism
- viii. Violence, fighting and/or physical assault

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.

The exclusion steps would trigger standard interventions as follows:

Exclusion	Return Procedure	Intervention/support
1 day exclusion/1 st exclusion	Interview with HoY/DHoY	Daily check in with tutor
2 day exclusion/2 nd exclusion	Interview with HoY/DHoY	Daily check in with HoY/DHoY/BSO
3 day exclusion/3 rd exclusion	Interview with HoY/DHoY	Daily check in with HoY/DHoY/BSO & investigate other interventions in school
4 day exclusion/4 th exclusion	Interview with HoY & AH	Daily check in with HoY/DHoY/BSO, consideration of PSP & EH
5 day exclusion/5 th exclusion	Interview AH + DH/Head	Interventions in and outside of school investigated and considered

d. 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 (see below).

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. There will be however, exceptional circumstances where, in the Head of School'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.

5. Confiscation

- a. 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. For more detail, please see the school's mobile phone and electronics policy.
- b. Certain items are not allowed on school premises. When confiscated, food items will be donated/thrown away, caps/hoodies and other items of clothing should be returned at the end of that day unless it is a repeat offence, in which case item(s) will be held for longer. These confiscated items will be kept in a safe place on the school site.

6. 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:

- Personal Support Plan (PSP)
- Counselling
- Mentoring
- Early Help process
- Off-site provision
- Individualising the curriculum and its allied resources where possible

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 their 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/carers 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.

Personal Support Plan (PSP)

When a student is struggling to manage their behaviour or requires more regular and targeted support, a personal support plan can be put in place. This will include a meeting with the student and parents/carers to consider the support offered and SMART targets for the student along with strategies on how these targets can be met. Once in place, the student will meet with the Head of Year regularly to discuss progress and parents/carers will be invited to review meetings on an agreed time scale (approximately every 3-4 weeks). If targets are met, the plan can be amended to add/change the targets if needed, or ended as deemed appropriate. If targets are not met, more sanctions may be given as well as further exploration of intervention.

Early Help (EH) 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 Headteacher 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.

7. Discretion

No behaviour policy can cover all eventualities. The Head of School reserves the right to use their discretion to further support students with their behaviour and sanction as appropriate.