

POLAM HALL SCHOOL CODE OF CONDUCT

(part of WELFARE Policy Suite)

Good behaviour and high standards of respect and courtesy are at the heart of all that we do.

This code of conduct aims to encourage all students to engage in positive behaviour, namely that which promotes such respect and courtesy, and is based on co-operation and consideration of others.

These protocols are intended to give pupils, staff and parents a clear understanding of the expectations with regard to student behaviour and of the system currently in place.

For this system to succeed it must be well known to all and adhered to consistently by all.

With regard to sanctions, and with the exception of exclusions (permanent or fixed term), students begin each new term with a clean slate.

REWARDS

Pupils are encouraged by praise wherever possible and appropriate. Positive comments in homework diaries are one example of ongoing reinforcement of good practice.

Housepoints are awarded for a wide variety of positive contributions:
Attainment in academic work, effort, reliability, extra-curricular contributions, care and concern for others, support for school events including fundraising, courtesy and helpfulness.

Acknowledgement of high Housepoint achievers:
gift tokens, report comments and public praise, letters or phone calls to parents

Celebration and end of term assemblies:
presentation of colours, awards for Sport, Drama, Music, certificates etc.

Major Award Ceremonies

October M5 – U6

June L4 – L5

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- The awards ceremonies are attended by School Governors and special guests and are intended to celebrate achievements both inside and outside the classroom.
 - The number of Housepoints achieved at the relevant point is recorded on all written reports.
 - Departments will each have their own systems to ensure fair awarding of Housepoints. All staff are encouraged to contact parents to offer congratulations wherever appropriate and as and when they choose to do so.

SANCTIONS

Work-related	Behaviour-related
<p>Late work or work of an unacceptable standard: Step 1 – First offence: verbal warning by subject teacher. Step 2 – Second offence: comment in Student Planner & Referral Slip to form tutor. Step 3 - Third offence: lunchtime detention; form tutor to be informed.</p> <p>Form tutor will move to Step 3 if three or more different subject staff report a concern or make an entry in Student Planner.</p> <p>Persistent failure to meet deadlines or to work at an appropriate standard, incurring more than 2 lunchtime detentions in a term, or failure to attend a lunchtime detention: Step 4 – SMT after school detention – parents informed</p> <p>At any point in monitoring a student’s work, and as part of the need to help all students work to their full potential, staff will:</p> <ul style="list-style-type: none"> • Note concerns in Pupil Planners • Move a pupil or pupils within a classroom • Recommend that a pupil goes on to daily or weekly report <p>Failure to respond to steps 1 to 4 above: Step 5 – Head’s detention – after school – parents invited to meet with the Head to discuss pupil’s work.</p> <p>Step 6 – Withdrawal from public examinations. Always after all other steps have failed and after full consultation with staff, student and parents</p>	<p>Misdemeanours, silly behaviour, low level class disruption, lapses of good manners: Step 1 – First offence: verbal warning by relevant teacher. Step 2 – Second offence: comment in Student Planner, & Referral Slip to form tutor Step 3 – Third offence: lunchtime detention or community service; form tutor to be informed. Examples of community service include duty in the dining room, litter patrol in the grounds, tidying stockrooms or classrooms</p> <p>Repeated or persistent engagement in the above, more serious instances of indiscipline, behaviour which puts self or others at risk or which inhibits the learning of others, form tutors having been made aware of more than 2 lunchtime detentions: Step 4 – SMT detention after school – parents informed</p> <p>At any point in monitoring a student’s behaviour, and as part of the need to help all students achieve to their full potential, staff will:</p> <ul style="list-style-type: none"> • Note concerns in Pupil Planners • Move a pupil or pupils within a classroom • Recommend that a pupil goes on to daily or weekly report <p>Failure to respond to steps 1 to 4 above or a serious breach of school regulations: Step 5 – Head’s detention – after school – parents invited to meet with the Head to discuss pupil’s behaviour</p> <p>More than one serious breach or any example of behaviour judged by the SMT to be of sufficient gravity or to be dangerous: Step 6 – Fixed term exclusion – parents and school governors informed Step 7 – Permanent exclusion</p> <p>In dealing with examples of misbehaviour staff can and should move to the most appropriate step for the particular incident. There will be occasions when a first offence requires a Step 3 or Step 4 response.</p>