



Woolwich Polytechnic  
**School for Girls**



## **WOOLWICH POLYTECHNIC SCHOOL FOR GIRLS**

# Behaviour and Exclusion Policy

Reviewed August 2022  
Approved: December 2022  
Revision due: December 2023

## **Vision:**

At Woolwich Polytechnic School for Girls our vision is 'Success for Everyone'. We are committed to our values of Care and Unity, and use our pillars of Resilience, Leadership and Excellence to support and guide our students to becoming the best versions of themselves that they can be. 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 all Poly and Proud.

Our policy guides staff, students, parents and carers and echoes our core values with a heavy emphasis on respectful behaviour. We have developed a joint approach to managing poor behaviour and providing interventions that support both students and staff.

## **Sections:**

1. Expectations of students
2. Expectations of Staff
3. Rewards and Awards
4. Sanctions (including Suspensions and 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. When students join us, we spend time with them to explicitly teach them how to show kindness to others and be a good friend as well as explaining how we do things here such as our routines and expectations. We always share with students WHY we do what we do so that they can feel they fully understand what is expected of them, why it is done this way and then fully engage in our school community.

The Poly and Proud school rules for students are: **Be Ready, Be Respectful, Be Safe**. These statements encompass everything that is expected of students, and whilst no list is exhaustive, they overarch all rules and expectations in school. We use this language with students in praising them doing the right thing; 'well done, that was very respectful', 'thank you for showing you are ready', and when correcting them 'you weren't ready for school if you didn't do your homework', 'you shouldn't do that as it isn't safe'.

Some specific points of expectation:

- 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, vapes/e-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: chewing gum, fizzy or energy drinks, multi packs of biscuits, sweets, crisps, cakes, doughnuts, chocolate etc. 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.

## **2. Expectations of Staff**

Staff are warm but strict and fair, with an understanding that care for all students is compatible with high expectations. We firmly believe that the key to exceptional behaviour is exceptional relationships; relationships that are positive, warm, approachable and have clear boundaries. All Staff ensure consistent good behaviour in and around the school by building these relationships and challenging behaviour that is not Poly and Proud. This enables teachers to teach, students to learn and everyone to feel happy in our school community.

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 intentionally 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, why it happened, how to prevent it from happening again and to start the next lesson afresh and without ill feeling from either party. This further develops strong working relationships and ensures we are always going back to explaining why we do things the way we do.

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 everyone
- iv) utilising the school's rewards and sanctions fully and consistently
- v) following the school policies on teaching and learning, homework, marking and assessment
- vi) showing care, patience and fairness in dealing with students
- vii) modelling behaviour and the 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 positive behaviours and attitudes in school. 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
- Post cards/notes/phone calls home
- Congratulatory letters home
- Certificates
- 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

**Corrective conversations and Behaviour Points** can be given to students who make a poor choice with regards to our expectation of them and the school rules. These points are recorded and monitored using Bromcom and each one explains the consequence for it.

- Corrective conversations** – Some categories of behaviour point require logging but not a sanction where a student needs to stay behind after school or lose their break/lunch. They require a verbal reminder to the student that this isn't the expectation and that you shouldn't have to remind them again. An example might be that a student has attempted the homework but not to the best of their ability. In this case you would discuss it, point out what they needed to improve and give an extension. If they haven't met the deadline then it should become a reset after school.
- Resets (Detentions)** – When negative behaviour points are given a reset is set by the student. Resets are 20, 30 minutes or 60 minutes long and completed on the day they are set. Staff will endeavour to inform parents/carers of resets via our parent communication system 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. This has been proven to lead to excellent punctuality across the school.

### Internal Exclusions and Fixed Term (External) Suspensions

- b. 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 if deemed appropriate. Time spent in Refocus is at the Head teacher's discretion.

During this time students are supervised by the Behaviour Support team. 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 may also be 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 and Pastoral teams 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.

- c. Fixed Term (External) Suspensions:** As a principle all first suspensions should be for one day, second suspensions for two days etc. The exact length of the suspension would reflect each student's individual circumstances and the seriousness of the misdemeanour they have committed.
- Fixed term suspensions are made at the discretion of the Head teacher 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 vapes/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 suspension period.

The suspension steps would trigger standard interventions as follows:

Suspension	Return Procedure	Intervention/support
1 day/1 <sup>st</sup> suspension	Interview with	Daily check in with tutor

	HoY/DHoY	
2 day/2 <sup>nd</sup> suspension	Interview with HoY/DHoY	Daily check in with HoY/DHoY/BST
3 day/3 <sup>rd</sup> suspension	Interview with HoY/DHoY	Daily check in with HoY/DHoY/BST & investigate other interventions in school
4 day/4 <sup>th</sup> suspension	Interview with HoY & AH	Daily check in with HoY/DHoY/BSO, consideration of PSP & FAASS
5 day/5 <sup>th</sup> suspension	Interview AH + Head	Interventions in and outside of school investigated and considered/referred

**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 suspension 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 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.

## 5. 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. For more detail, please see the school's mobile phone and electronics policy.
- 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. Searches

Students being searched will only happen if we have a report the student has one or more of the following items:

- A weapon/knife/sharp object
- An illegal substance (e.g. drugs/alcohol)
- Stolen goods
- Water guns/BB gun or similar
- E-cigarettes/vapes/cigarettes/lighter/cigarette papers/grinder or other smoking/drug paraphernalia
- Medicine (due to the safety of this, it should be kept in the school office if prescribed)
- Phones or electronics that go against our mobile phone and electronics policy
- Non-uniform items
- Banned items in school (e.g. energy drinks) or food items to sell
- Items that have gone missing from a practical lesson (e.g. science or DT)
- Fireworks,

Searches take the form of students being asked to empty pockets, bag, and show they have nothing in their socks. Parents will always be notified of the search, and the reasons for the search. The police would not be asked to do a search on our behalf for those items.

If the police came onsite and wanted to search a student, we would stay with the student at all times and notify the parent. Please see the appendix on searches in our Child Protection and Safeguarding Policy for more details.

## **7.Intervention and Support**

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

- Personal Support Plan (PSP)
- Counselling
- Mentoring
- Family and Adolescence Support Service
- Off-site alternative 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 behaviour policy 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.

### **Reports**

In some circumstances we will utilise an individual report for a student in order to monitor patterns in their behaviour and to offer them the opportunity to reflect and improve. These are done electronically so that students do not have the responsibility to look after it unless we feel this is necessary for their needs. Reports will be shared with parents/families.

### **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.

- **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.