



URSULINE HIGH SCHOOL
Wimbledon

Behaviour Policy

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Behaviour Policy

In order to develop excellence in every aspect of its life the Ursuline Mission Statement identifies certain aims. These include: standards of excellence in teaching and learning self discipline and maturity respect for all.

Self Efficacy

We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students and between staff and students.

This policy statement outlines how these might be achieved at the Ursuline. It describes the basic principles and aims on which the policy is based. It sets down the expectations of each member of the school community. It includes the school's Disciplinary Procedures, the Ursuline Dress Code and the Exclusion Policy. It applies to the main school and the sixth form. ***This policy has links with the Exclusions Policy the SEND Policy , the Pastoral Care Policy, ICT Policy, Use of Reasonable Force Policy, Social Media Policy, the Substance Misuse Policy, the Safeguarding Policy the Anti-Bullying Policy and the Equalities Policy.***

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

This policy is developed in line with the Department of Education's "Behaviour and discipline in schools Advice for head teachers and school staff February 2014"

Governor responsibilities

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Principles

Students have the right to learn and teachers have the right to teach

Students have a right to well-planned ***and differentiated*** lessons and an appropriate curriculum.

Good discipline is best promoted by purposeful learning Unacceptable behaviour can be changed.

Aims

We aim to provide:

good adult and peer role models of caring, co-operative behaviour

reinforcement of positive attitudes to expectations celebration of

a wide range of achievement

acceptance by all of a common responsibility for maintaining good ***behaviour , self-discipline and respect*** and promoting the school's basic guidelines. ***An environment in which students***

complete assigned work

Guidelines

Each member of the school community has certain responsibilities if a positive learning environment is to be achieved. The following guidelines describe actions that contribute to a positive relationship among students, parents and teachers.

Student Guidelines

At the Ursuline High School we expect you to:

- attend school daily except when ill or otherwise excused be on time for registration, assembly and all lessons
- follow and attempt to acquire the essential requirements of the school curriculum express ideas and opinions in a respectful manner, avoiding hurt to others understand the school's Discipline Procedures
- dress and appear in accordance with the Ursuline Dress Code
- assist staff in operating a safe school by not engaging in any activity which violates the rules of a particular classroom
- be prepared for each lesson with appropriate materials complete and hand in homework on the designated day
- respect other individuals and their property
- and not make profane, insulting, threatening or inflammatory remarks and/or gestures engaging in disruptive conduct
- request changes in school policies and regulations in an orderly and responsible manner deliver school circulars to your parents and give absence notes and letters to your form tutor co-operate with staff if any search of your property is needed respect the school by refraining from damaging or defacing it and by avoiding littering its grounds eat and drink in the dining hall
- use your lockers for storage of personal belongings
- mark all your textbooks, exercise books and personal effects with your name refrain from using tobacco, alcohol, drugs or other controlled substances understand that tobacco, lighters etc. will be confiscated and not returned do not use mobiles or personal music players in school
- behave responsibly on your way to and from school, do nothing to bring the school into disrepute **Ensure that any use of social media is done in a responsible way that does not cause harm or offence** sign a statement that you understand and consent to the responsibilities in these guidelines.
- **The school expects students to consent to a drug test in line with the school's substance misuse policy**

Teacher Guidelines

At the Ursuline High School we expect you to:

- prepare and plan for the needs of all students
- serve as appropriate role models in accordance with the standards of the profession
- develop and implement appropriate classroom management techniques
- ensure good discipline by regular attendance, promptness and appropriate preparation
- maintain an orderly classroom atmosphere conducive to learning
- utilise effective teaching skills
- establish a rapport and an effective working relationship with parents, students and other staff members
- teach students to be self disciplined

- encourage work habits that will lead to the accomplishment of both short-term and long term goals
- understand and implement the school's Discipline Procedures
- implement the Ursuline Dress Code.
- **Identify students who may be in need of support to improve their behaviour**

School Guidelines

At the Ursuline High School we will:

- provide appropriate support for teachers in dealing with behaviour problems
- encourage parents to keep in regular communication with the school and encourage parental participation in parent/teacher evenings
- develop a co-operative working relationship among staff and your daughters
- **support students in the development of self-efficacy**
- assist your daughter to learn mature self-discipline
- ensure your daughter's safety
- positively reward self-discipline.
- **Promote and encourage positive behaviour for learning by giving rewards and offering opportunities for extracurricular activities and student leadership.**
- **Provide support to remove barriers to learning and develop positive behaviour through pastoral support and referral to specific support systems such as a mentor, counsellor, Safer School Officer, Pastoral Support Assistant, School Nurse, specialist groups and partner agencies such as Social Care, CAMHS and Strengthening Families.**

Teachers' powers and responsibilities

- **Teachers have a right to give rewards to students to encourage positive behaviour for learning.**
- **Teachers have a responsibility to safeguard students in line with the school's safeguarding policy and annual safeguarding training.**
- **Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).**
- **Teachers can discipline students at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.**
- **Teachers can also discipline students in certain circumstances when a pupil's misbehaviour occurs outside of school. If support staff witness this behaviour outside school they can identify students and refer them to the Head of Year.**
- **Teachers have a power to impose detention outside school hours.**
- **Teachers can confiscate students' property.**

The Headteacher has the right to

- **Search a student's bags if a student is suspected of carrying any stolen item, illegal substance or banned substance**
- **Carry out a drugs test should a student be thought to be under the influence of an illegal substance in school**

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The school can also identify additional items in their school rules which may be searched for without consent and recognises that force cannot be used to search for these items

Parent Guidelines

- At the Ursuline High School we expect you to:
- encourage your daughter to develop good habits of diet, sleep and a healthy lifestyle
- prepare your daughter emotionally and socially to be receptive to learning and discipline
- comply with school attendance requirements and promptly report and explain absences and lates to school
- encourage your daughter to develop proper study habits at home
- participate in parent/teacher meetings to discuss your daughter's progress and welfare
- ***engage with support that the school offers in order to support your daughter's development of positive behaviour for learning.***
- support the Ursuline Parents' Association
- ensure that your daughter is dressed as described in the Ursuline Dress Code
- discuss reports with your daughter and contact the school if necessary
- bring to the attention of the Year Head any learning problem or condition that might affect your daughter's education
- keep the school up-to-date with home and emergency telephone numbers and other pertinent information
- be responsible for the behaviour of your daughter to and from school
- never stop on the yellow 'zigzag' lines outside the school gate or in Crescent Lane
- use appropriate car parking facilities if they are available
- be familiar with the school's Discipline Procedures
- ***monitor your daughter's use of social media to ensure that it is used responsibly and not to bully or intimidate other students or other members of the school community or put your daughter at risk.***
 - ***The school expects Parents to support the school's substance misuse policy in respect of students giving their consent to drug testing***
- sign a ***home school agreement to show*** that you understand and consent to the responsibilities in these guidelines.

Disciplinary Procedures

Disciplinary procedures may be used when the student is:

- ***In school***
- ***taking part in any school-organised or school-related activity***
- ***travelling to or from school***
- ***wearing school uniform***
- ***in some other way identifiable as a student at the school.***

- *or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another student member of the public or could adversely affect the reputation of the school.*

Report system

Teachers can give sanctions for negative behaviour for learning such as poor homework, no homework, uniform violations, lack of equipment etc. If a student receives 3 or more sanctions she will be placed on green report and will report to her Head of Year at the end of school each day. If her report is less than good she will be expected to do a 15 minute detention. Students who require monitoring or feel that they would benefit from daily contact may request to be placed on white report and will need to report to their Form Tutor at the end of every day.

The school's disciplinary procedure consists of four phases. Each phase has an increasing level of intervention designed to assist a student to develop the self-discipline skills

Phase 1

Phase 1 misbehaviours include, but are not limited to the following: persistent lateness; absenteeism, non-conformity to school rules, running in corridors, pushing in queues, loud noise, eating and drinking outside designated eating areas, failure to complete homework, inattention in lessons, violating safety rules, throwing objects, obscene gestures, uniform violations, swearing, being out of lessons/ school without permission, failure to bring needed materials to lessons to class and any action which brings the good name of the school into disrepute.

All these misbehaviours contradict the school's code of conduct.

Action: the student will be placed on **green** report for 2 weeks reporting daily to **Head of Year** with a 15 minutes detention if report is unsatisfactory.

Phase 2: These misbehaviours are more severe and/or more persistent than phase 1 misbehaviours. The student's conduct infringes upon the rights of others. **Action:** the student will be placed on an **orange report** for 2 weeks reporting to Head of Year daily with a 30 minute detention if report is unsatisfactory.

Phase 3

Common phase 3 misbehaviours include:

Persistent and serious violations of phase 1 offences, insubordination **including failure to consent to a drugs test**, disrespect to staff, fighting, bullying, truancy, vandalism, theft.

Phase 3 consequences:

Action: **the student will be placed on red report for 2 weeks reporting to a member of the Senior Leadership Team daily with a 45 minute detention if** report is unsatisfactory. A Pastoral Support programme (PSP) will be negotiated with clear targets for improvement between student, Head of Year, Social Inclusion officer and where possible parents and where appropriate external agencies.

Phase 4

These misbehaviours are so severe or so persistent that the student has disrupted or threatens to disrupt the school's efficiency to such an extent that her presence in the school is not acceptable. This type of behaviour may initiate an **internal exclusion**, an immediate fixed term or permanent exclusion.

Common phase 4 offences include but are not limited to:

Persistent violations of phase 3 offences, assault, possession or use of alcohol or drugs.

Return from Exclusion

Action: The student will be placed on Red report for 2 weeks reporting to AHT Behaviour daily with a 45 minute detention if report is not satisfactory.

General procedures:

At the end of each 2-week reporting phase there is a recommendation made by the Head of Year/Form Tutor as to whether a student should come off report or move up or down to the next phase. The reports work in stages with a student moving up and down through the phase e.g. white - green - orange - red - red - orange - green - white. At any point any of these phases can be superseded if in the opinion of the Head of Year/AHT/ Deputy Head/Head, serious misbehaviour warrants such action.

Failure to meet targets at red report stage will result in a fixed term or permanent exclusion. The head teacher can decide which phase a student will be placed upon.

Detentions

Teachers have a power to issue detention to pupils (aged under 18).

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the student does not have permission to be absent;***
- b. weekends - except the weekend preceding or following the half term break; and***
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.***
- d. The head teacher gives permission for all members of staff to give detention in line with school policy***

Parental consent is not required for detentions.

With lunchtime detentions, staff will allow reasonable time for the student to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a student's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and

Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

Support

The daily report system provides one to one support and feedback to the student, the parent and the school on how well students are acting on advice and changing their behaviour.

Heads of Year and Senior Staff will triage students for additional support through the Assistant Headteacher Behaviour. This may include but is not limited to for mentoring within school, Emotional Well Being School Counsellor and Education Well Being Practitioner, SEND Dpt for assessment, Virtual Behaviour Service at the LA, The SMART Centre for alternative placement and specialist support or external agencies like Catch 22 Jigsaw.

Appendix - Disciplinary Actions

Intervention consists of working with the student at the first sign of concern to promote positive behaviour and self discipline. Communication and co-operation are the key ingredients. Discipline techniques include, but are not limited to, the following : student self assessment, a verbal reprimand, detention, duty assignment, referral, parent/teacher conference.

Duty assignment Students are required to pick up litter, remove graffiti, do dining room duties such as clearing plates or wiping tables.

Report Parents will be informed as to the colour and reason for specific reports. A student placed on any report must bring their report each morning, report to the designated teacher and carry it with her throughout the day. She must present it at the start of each lesson to her teacher for signature and comment at end of the lesson. At 3.30 p.m. she should report to the Form Tutor/Head of Year/Deputy Head where a discussion will take place re: student's performance during the day and detention may be given.

Detention A student may be detained by a teacher for up to 15 minutes after school hours without notice. At least 24 hour's notice of a detention is normally given for a detention longer than 15 minutes (*apart from students who are on report as this is clearly stated on the front of the report signed by the parent/carer every evening*). School detentions are held each Friday at 2.00 p.m. The school reserves the right to detain any student until the end of the school day (i.e. 3.30 p.m.) on a Friday without notice. Whilst a student is on report the detention duration times outlined above will apply dependant on the phase.

In-school exclusion In school exclusion means that a student may be isolated from her peers in the school. During this isolation the student continues to receive and carry out such work as is possible. This may be used at any stage at the discretion of the head teacher in order that all investigations can be followed through and/or as a "cooling" off period for the students.

Behaviour contract This is a written agreement between a student, her parents and the school where a student agrees to meet specific expectations. **Exclusions** See Ursuline's Exclusion Policy.