

POLICY STATEMENT: SOCIAL INCLUSION & BEHAVIOUR

CONTEXT

The DfES stress the importance of schools involvement in Government programmes to combat social inclusion. Within this context the schools Behaviour Policy forms an integral component of the schools contribution towards social exclusion.

RATIONALE

- **To create** the conditions for an orderly community, in which effective learning can take place and in which there is mutual respect for the needs and aspirations of all members of the school community.
- **To promote** high standards of work and behaviour so:
 - assisting the full development of the potential of all pupils
 - preparing pupils for life beyond statutory school age
 - enhancing the reputation of the school for the benefit of the pupils.
- **To cultivate** in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences.

PURPOSES

- To establish/maintain the teacher-pupil relationship by promoting a proper regard for authority.
- To encourage an environment in which good staff/pupil relationships can develop.
- To recognise, reward and publicise the positive achievements of pupils.
- To prevent pupils being disadvantaged by the behaviour of others.
- To promote the care of, and respect for:
 - pupils, staff and the general public
 - the property of pupils, staff and visitors
 - the premises/resources of the school and the community.
- To encourage acceptable behaviour:
 - in the environment of the school
 - on the roads to and from school
 - on public transport.
- To recognise the importance of attendance, punctuality and appearance.
- To inform and consult parents regarding pupils' achievements and problems.

GUIDELINES (for implementation):

- Staff should take note of other related policies;
 - Attendance/Attendance Records
 - Bullying
 - Dress and Appearance
 - Rewards
 - Rules

These issues are also covered in the School's Prospectus as are the following statements:

- Philosophy
 - Aims
 - Equal opportunities
 - Expectations
 - Support & Guidance
 - Discipline
 - School Wear
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- Staff should take note of the relevant sections in the Staff Handbook, pages 39-49, 54-55,64-65.
 - Code of Behaviour (c.f. Footnote Section)
 - Behaviour: Climate Setting
 - Behaviour
 - Pupil Intervention (Support Staff)
 - Rewards and Sanctions
 - Pupil Sanctions: Referral Procedures
 - Disciplinary Procedures
 - Sanctions Grid
 - Integration SENCOP/Disciplinary Procedures
 - School Wear
 - Changing
 - Pupil Property

 - Staff should take note of the relevant sections in the Student Planner, pages:
 - Recording Achievements
 - Code of Behaviour
 - Courtesy, Bullying, Racism, Sexism
 - Transport and Transport Code
 - School Wear
 - Rewards and Sanctions

 - Staff should familiarise themselves with "The School Rules", Code of Conduct and BACK UP. These are published annually at the beginning of each school year. Tutors must remind pupils of their content and they are to be displayed in each tutor room.

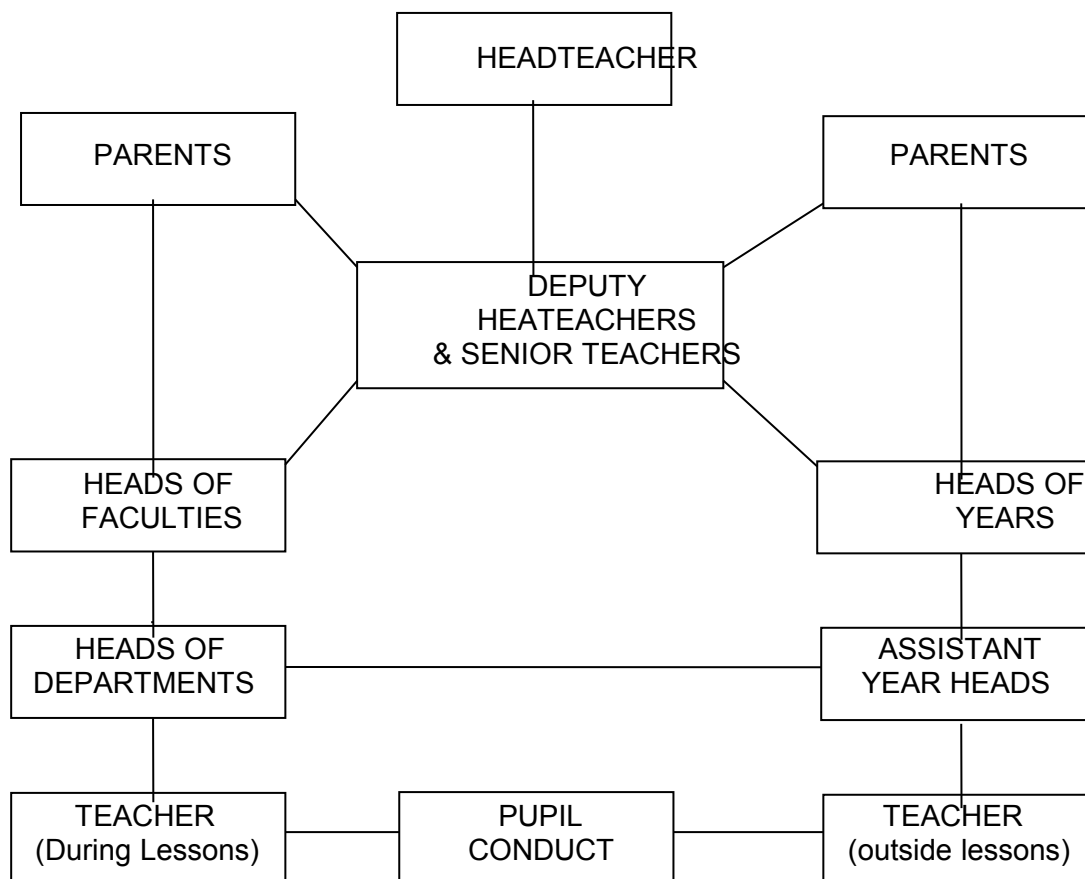
 - Staff should familiarise themselves with the notes which accompany the annual "Staff Duty Rota".

 - Policy issues are published periodically in the School Newsletter.

CONCLUSION

Awareness of all the relevant policies and guidelines is essential if the implementation of this policy is to be consistent between both pupils and staff.

PUPIL DISCIPLINE: STAFF ORGANISATION APPENDIX 1.



NB 1 **GENERAL SANCTIONS:** A range available to all staff.

2 **DETENTION** (After School); via Heads of Faculties/Departments/Years.

3 **EXCLUSION** (Education Authority guidelines **plus** DfEE Circular - Exclusions).

Stage A: Initial Warning

Head of Year

Stage B: Further Warning

Deputy Headteacher

in consultation with Heads of

Year/SENCO

Stage C: Fixed Term Exclusion

Headteacher

in consultation with Deputy Heads

Stage D: Fixed Term Exclusion

Governors

(10-15 days)

Stage E: Permanent

County Procedures