

VALENTINES HIGH SCHOOL

PUPIL BEHAVIOUR POLICY

SEPTEMBER 2018



Last reviewed September 2018 for approval at the main Governing Board Meeting November 2018. To be reviewed next by September 2019.

Each pupil and their parent/guardian are expected to sign and support our 'Home School Agreement' document. We will keep you fully informed of our aims and expectations. Our school rules and procedures exist in order to ensure academic success and to protect the well being and safety of all our pupils.

OUR BEHAVIOUR PRINCIPLES

AIMS

The aims of the school's Behaviour Policy are as follows:

- to encourage and maintain the highest standards of behaviour in pupils and respond to and discourage poor behaviour.
- to establish the conditions wherein teachers are able to teach effectively and pupils learn efficiently.
- to create and maintain an orderly atmosphere in school and help to provide the framework for a harmonious school community and a positive school ethos.
- to help provide pupils with a positive experience of social and citizenship issues.
- emphasise the positive behaviour or work that is expected rather than simply commenting on the negative aspects.

OUR APPROACH TO BEHAVIOUR MANAGEMENT

Valentines school has a particular style for the management of behaviour and of teaching and learning. The key points of that style are:

- Learning is at the heart of everything we do at Valentines.
- Lessons have clear objectives and teachers plan their lessons/activities to cater for varied learning styles of the pupils. All lessons have learning outcomes that are shared with the pupils and follow up tasks (homework etc.) are regularly set to reinforce the learning.
- We practice the **Valentines code of conduct** in all lessons (Rules, Rewards and sanctions).It has been developed through discussion with all members of the school community- staff and pupils. The rules and expectations are regularly discussed with all the pupils.
- Behaviour and teaching and learning routines are taught to all the pupils and practiced in all lessons.
- Praise, positive feedback and rewards are regularly given for effort, achievement, good attendance and behaviour.
- We monitor to ensure that Rewards and sanctions are appropriate and applied consistently.
- We monitor classroom activity at department level and whole school level on a regular basis.
- We pay attention to the induction and training of both staff and pupils so that our learning atmosphere can be maintained.

OUR EXPECTATIONS

- All pupils should attend school regularly and be punctual for the start of the day and for lessons.
- Pupils should be actively involved in lessons and work to the best of their ability, with constant effort, meeting all deadlines and attempting all the work that is set.
- Pupils are expected to abide by the **Valentines code of conduct**, to behave themselves and treat each other with respect.

1 ACKNOWLEDGING EFFORT AND ACHIEVEMENT

The School Rewards system provides many opportunities to reward and acknowledge effort, achievement, good attendance and participation in school activities.

These include:

- i. An electronic Vivo rewards system for years 7-13 in which pupils can save up points and redeem them against items they want from an online catalogue in the Vivo shop. Vivo points are awarded for effort, achievement and participation and achievement in extra-curricular and House activities.
- ii. Certificates for contribution to the school community.
- iii. Certificates for 100% attendance and improvement in attendance and punctuality.
- iv. Non-uniform day for pupils in each House every term for 100% attendance.
- v. Subject awards at both key stages.
- vi. Headteacher commendations for excellent effort and or achievement.
- vii. Acknowledgement and praise in assemblies, through newsletters, display of work and letters home to parents.
- viii. *Learning walks for upper school lessons are conducted and letters posted home to recognise effort/achievement.*
- ix. *Letters posted home in recognition of progress towards student targets. Top 5% from the headteacher, and the following 15% from the relevant head of house.*

2 ATTENDANCE AND PUNCTUALITY

Progress is affected by not attending school whatever the reasons, and is likely to impair the value of education for an individual pupil.

Monitoring attendance and punctuality

Random phone calls are made each morning to the parents of pupils on the first day of their absence. The school compiles % attendance data for all form groups. These figures are subject to regular scrutiny.

Procedures relating to punctuality

- Pupils should be on site by 8.25am. All pupils must be in Form rooms at 8.30am for morning registration and 1.55pm for afternoon registration.
- Pupils who arrive after 8.30am sign the late book and receive a late slip from the school office. All late pupils attend an 'instant' lunchtime detention
- Two or more lates a week will result in an automatic Friday late detention.
- Pupils who fail to attend lunchtime detention on the day would receive a 45 minute detention after school on Friday of that week.
- Failure to attend lunchtime detention twice in one week will result in a 1 ½ hour Friday late detention. Sixth Formers will receive a two hour detention with the Head of Sixth Form.
- When a pupil is late 3 times, a letter will be sent home to parents by the school Pastoral Support Coordinator
- When a pupil is late 5 times, they will serve a week in room 46 and parents will be invited to meet the school Pastoral Support Coordinator
- If a pupil is persistently late (10 times) they will be put in the school isolation room for 1 day.
- If a pupil is late 15 times they are once again in the isolation room

- If a pupil accumulates 20 lates they are in the isolation room for 2 days and parents will have a meeting with the HoH and a member of Senior Leadership. If the pupil is a sixth former, parents will have a meeting with the Head of Sixth Form and the Headteacher.
- The Deputy Head of Sixth Form will also be intervening with sixth formers who are persistently late.
- A pupil who arrives at school after 8.30 am should bring a note from a parent/guardian to explain the lateness.

Lateness to lessons procedures

- Staff to greet students outside the classroom
- Students arriving after 5 minutes from the start of the lesson without a note signed by a teacher will receive an initial detention on the day, for the same amount of time they were late to the lesson
- A late mark will be put into the teachers planner/register for each time a student is late
- The second time a student is late they will receive a 15 minute detention for lateness.
- The third time a student is late to a given lesson in a half term they will receive an hour's detention. Record of departmental detention and a letter home to the parent and the student will be placed on a departmental late report.
- If the student is late for a fourth time in a half term, then a meeting with the Head of House, the subject leader and the parent is to be arranged to discuss the matter.

Procedures relating to absence from school in cases of unavoidable absence

- Please inform the school as soon as possible of a pupil's absence and the reason for this.
- Written notification of the absence period and the reason for this from the parent/guardian is required on the first day of the pupil's return.
- Dental/doctor's appointments should, where possible, be arranged outside school time.
- **Holidays should NOT be arranged in term time as this disrupts a pupil's education.** The school will only grant leave in term time in the most exceptional circumstances. Leave taken without permission of the Head Teacher will be recorded as unauthorised, and you may be liable to a Fixed Penalty Notice resulting in a **£120** fine per parent, per child. Extended leave may result in your child being removed from the school roll. Any request for withdrawal of a pupil during term time should be made directly to the Head of HOUSE at least two weeks prior to the proposed absence.
- The Education Welfare Officer will be closely involved in the monitoring of all absences and punctuality issues.

Procedures relating to unauthorised absences

Absences for any reason may only be authorised by the school. DFES guidelines are followed by the school in categorising avoidable absences as authorised or unauthorised. In cases of unauthorised absence the Education Welfare Officer will be involved.

3 MONITORING PUPIL WORK, PROGRESS & BEHAVIOUR

Parents can actively support and encourage a pupil's work and progress in the following ways:

We ask that the parents:

- i. Check Firefly once a week and check that the homework recorded is checked off for task completion.
- ii. check that letters from school are received; most communication is via text and e-mail.
- iii. return reply slips meeting any deadline set by the school.
- iv. please contact the school if you are concerned about any aspect of the homework.
- v. look at the pupil's books and talk to the pupil about the work.
- vi. support the pupil when they need to research or do an individual study by encouraging the use of the public library/ school library or school facilities after school e.g. computer facilities.
- vii. .

Students will be supported to produce work of a standard appropriate to their abilities and to maximise their progress. Where a student's work is of a standard below expectation due to a lack of effort and application, students will be asked to repeat work. Parents will be informed and an appropriate sanction applied if this is repeated.

4 DEALING WITH POOR BEHAVIOUR

We are clear and consistent in our expectations of good behaviour. We believe that where incidents of misbehaviour do occur, pupils should understand and accept that their behaviour is unacceptable. Parents will be informed if there are any concerns regarding a pupil's behaviour.

We take the behaviour of our pupils very seriously both in and out of school. We would investigate any breaches of discipline and misbehaviour and deal with it using the appropriate sanctions.

- Behaviour that is detrimental to the education, emotional or physical well being of other students.
- Disruptive behaviour including disrupting the learning of others.
- Threatening behaviour
- Bullying or intimidation
- Acts of aggression or physical violence
- Rude, abusive or inappropriate language to staff, students or members of the public.
- Vandalism
- Theft
- Racist, sexist or homophobic behaviour or comments
- Possession of clearly inappropriate items including tobacco, matches, lighters, e-cigarettes, knives, weapons, alcohol, illegal drugs, stolen items or any other item which common sense deems to be inappropriate
- Behaviour which brings the name of the school into disrepute.

In the most serious cases and after the Headteacher has conducted an investigation and according to DFE guidance a student may be excluded permanently.

Sanctions include:

- i. **Reprimand/Repetition of work/Withdrawal of privileges**
- ii. **Report** to monitor punctuality, work, behaviour and progress. The report is sent home with the pupil each day.
- iii. **Detentions** we reserve the right to detain any pupil **without notice** for fifteen minutes at the end of the school day. Longer detentions lasting from 30

minutes to 1 hour will be given with 24 hours notice. Staff will complete a detention slip for the pupil to take home to show to their parents. Pupils have the responsibility for informing parents. Under certain circumstances, such as conducting an investigation into an incident, students may be kept after school for longer than 15 minutes. If this is the case, parents will be contacted by telephone to explain the situation before the student is sent home.

For more serious offences Head's Detention will be issued. This detention will be for 1 hour on a Friday. Parents will be notified in writing. Parents should, when necessary, ensure that pupils detained know the arrangements for their safe journey home.

- iv **Uniform infringements and infringements around the school – 3 strikes policy** – Pupils are expected to wear the school uniform correctly. A system of three strikes operates to deal with uniform infringements and infringements of the code of conduct around the school. On each infringement a member of staff will enter a 'strike' on the 'sanctions' page in the pupil booklet. On the third strike the pupil's name will be given to student reception and the pupil will be given a school detention.

If a pupil continues to receive further strikes, the pupils will be warned by a member of Leadership for deliberate defiance of school rules. After this warning any further infringement will result in an exclusion.

- v **Internal Exclusion from Lessons - in the school isolation room** this is used in cases of serious disruption and other forms of anti-social behaviour. The school may choose to place a student in academic isolation between 1 and 5 days. The student may have a later start and finish to the day and is supported to work independently on tasks set by his/her usual class teacher to ensure learning remains up-to-date. The student will be supervised by a member of staff in order to:

- Isolate disruptive behaviour, therefore minimising the impact on the learning of others
- Ensure there is a calm and secure environment for students who are behaving inappropriately to enable them to reflect upon the choices they have made.

vi **Fixed term or permanent exclusion from school** – Parents will be informed in writing of an exclusion and copies of the letter are sent to the Chairman of Governors and the Education Authority. After the period of a fixed term exclusion the pupil may attend school accompanied by a parent/guardian for an interview with the Headteacher at which the terms of readmission are discussed.

Exclusion from school will be used as a sanction where breaches of the behaviour policy take place. Permanent exclusion will be considered in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. The behaviour of pupils outside school can be considered as grounds for exclusion.

Pastoral Support Programme – Pupils with deteriorating or repeatedly poor behaviour may be placed on a pastoral support programme in which targets are set and rigorously monitored over a fixed period of time and support is given. The pastoral support programme is worked out by the relevant Head of HOUSE. The pastoral support programme is discussed and agreed with the pupil and his/her parents. Rewards and sanctions are also agreed at this meeting. There is a regular review of each pastoral support programme. External support agencies as well as the school staff are involved in providing support for pupils on the pastoral support programme.

The SENCO may be asked to contribute to this document, though in itself it is not an SEN document.

Behaviour, Social, Emotional Difficulties Review- Every half term, a SEMH (Social, Emotional and Mental Health) review will take place for each House. Present at the meeting will be the SENCO, Leadership Group link, New Rush Hall Outreach staff, the relevant Head of House, the school counsellor and Well Being mentor. At each meeting, student concerns per house will be discussed. The SEMH team will then discuss strategies already attempted, and then set clear strategies that will be used during the next half term to improve the relevant students situation and reach an agreed objective. At the following meeting, the current situation of the students will be reviewed along with the success of the strategies put in place.

Pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" .

This may occur when a pupil is taking part in any school-organised or school-related activity, travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school. (Sixth Form)

A member of staff may intervene with a pupil who is a concern for any of the following reasons:

- His/her behaviour could have repercussions for the orderly running of the school
- His/her behaviour poses a threat to another pupil or member of the public or
- His/her behaviour could adversely affect the reputation of the school.

5 NEW RUSH HALL OUTREACH SERVICE

For pupils with particular emotional/behavioural problems, support may be arranged with the New Rush Hall School Outreach Service Support Counsellor. Teachers who feel such support might be appropriate should liaise with the Form Tutor. Form Tutors wishing for a referral to be made should liaise with the Head of HOUSE who will decide whether a referral is appropriate. Referral can only take place as part of the school's SEN staging procedures.

6 UNIFORM CODE

We are a uniformed school for years 7 – 11. We believe that uniform serves its best purpose when parents and pupils conform to requirements and accept that fashion items are best left for out of school clothes. Full co-operation with uniform code by parents and pupils enables staff to concentrate their time and effort on teaching and learning. **Parents will always be informed in writing of any changes, actual or proposed, to our uniform.**

- **Teachers can discipline students for breaking the school's rules on appearance or uniform. This will be carried out in accordance with sanctions identified within the behaviour policy.**
- **The Headteacher, or a person authorised by the Headteacher may instruct a student to go home briefly to remedy a breach of the school's rules on appearance or uniform. When making this decision consideration will be taken of the child's age. The parent/carer must be notified for students in years 7-11. Where students are sent home to change this is not an exclusion but an authorised absence. However, if the student continues to breach the uniform rules in such a way in order to be sent home to avoid school or takes longer than is strictly necessary to remedy the**

situation, the students absence may be counted as unauthorised absence. In either case, the parent/carers must be notified and the absence recorded. Breaches of uniform policy can lead to exclusion from school in line with legal requirements for exclusion.

The school uniform policy is fair and reasonable and fulfils the schools objectives under the Human Rights Act 1998 and the Equality Act 2010.

Sixth form students do not wear uniform but we ask them to observe a **Dress Code** that places the emphasis on a smart appearance which would be suitable in the world of work.

7 BULLYING

We acknowledge that bullying is a major concern for both parents and pupils and that it may take a variety of forms. Our response is unequivocal- **such behaviour will not be tolerated**. We address bullying and related issues in personal, social and health education programmes through the year and in assemblies.

- we promote an environment in which all members of the school community are equally valued and respected.
- we hope to foster a positive self-image which enables pupils to report any incident of bullying and know that it will be dealt with decisively and sensitively.
- all pupils are made aware of our anti-bullying policy and this is further reinforced in anti-bullying assemblies. Furthermore, all pupils sign an anti-bullying contract.

8 EQUAL OPPORTUNITIES

We see our task as two-fold. Firstly, to provide equal opportunities for all pupils within the context of the school and secondly, to prepare our pupils to function on equal terms within the communities in which they may live and work in later life.

We aim to maintain an ethos and environment in which all pupils feel happy and safe as they work towards their academic and personal success. Everyone who attends Valentines is a valued member of the school community. The school will not accept any form of discrimination and is committed to a policy of equal opportunities for all pupils and staff.

9 PROHIBITED ITEMS IN SCHOOL LIST

Weapons, drugs, alcohol, tobacco/cigarettes, pornography, previously stolen goods being sold to students, mobile phones, tablets/laptops, large sums of money, expensive and excessive jewellery, make up.

10 'SEARCHING, SCREENING AND CONFISCATION' JANUARY 2018

Refusal to be searched will result in a fixed term exclusion depending upon what the suspected prohibited item is.

In the event of suspected drugs or weapons being in the possession of a student who refuses to be searched, the police should be called to handle the search, if a parent cannot be contacted or fails to support the school in the matter.

Any item may be searched for if consent has been given by the student beforehand. Verbal consent is appropriate, and prior written consent is not required.

Any item listed as prohibited may be searched for, even if consent has not been given. Such searches should be conducted on the school premises, or if on a school trip, in an appropriate place.

Any illegal or dangerous items should be searched for by a member of Leadership Group or the Head of House and not other staff members.

A staff member of the same sex should conduct a search of a student. This does not include a locker or bag.

A staff member should also be present to witness the search being conducted. Where practicable, a same sex staff member is best.

*An exception may be made to the above two points, if it is believed that an immediate search is necessary for the safety and welfare of people in the school and local community, and it is not practicable to summon another staff member.

Items on the prohibited list above may be searched for at the next suitable moment, when a staff member suspects a student is in possession of any prohibited items. If an item is considered to pose a risk to the safety and welfare of the student or others, a student should be removed from their peers immediately for a search to be conducted.

We reserve the right to require students to undergo screening by a walk through or hand held metal detector with or without the consent of students; this screening may be carried out by any member of staff whether or not they suspect the student of carrying a weapon. All students are expected to comply with a request for screening which requires no physical contact.

If a student refuses to be screened, we may refuse access to the school premises under our duty not to expose students, staff or visitors to comply to their health & safety. This absence will be recorded as unauthorised and not as an exclusion.

ELECTRONIC DEVICES

School staff may examine data files held on personal devices if they believe they have good reason to do so. School staff must reasonably suspect that the data or file has been or could be used to harm, disrupt teaching or break school rules. If the device is to be returned, relevant files may be deleted or retained by the school to support disciplinary action or where appropriate passed to the police.

PROCEDURES FOR CONFISCATED ITEMS

Any item confiscated by a member of staff becomes the responsibility of that member of staff. The item should be handed to the Head of HOUSE or locked securely away. In the case of a particularly valuable item the article should be locked in the school safe and, on return of the article, the pupil should be told not to bring it to school again. In the case of expensive jewellery, mobile phones and other electronic goods such as video games, iPods, MP3 players, etc there is a holding period of 24 hours before a parent or carer may come into school to pick it up. Please note this list is not exhaustive.

In the instance of prohibitive goods being brought into school such as alcohol and fireworks, these items will be disposed of by a senior member of staff. Illegal items such as drugs and weapons will be immediately reported to and handed into the police.

11 POWER OF MEMBERS OF STAFF TO USE REASONABLE FORCE.

A member of staff may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following

- committing any offence, .
- causing personal injury to, or damage to the property of, any person (including the pupil him/herself).
- affecting the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

- The use of force is very much a last resort and staff will use their skills and experience to avoid such situations. We do not require parental consent to use reasonable force.

12 MALICIOUS ALLEGATIONS

Complaints against staff are always investigated thoroughly. If after a thorough investigation, it is considered the view that the allegation against the member of staff was unfounded and malicious, any record of the incident will be removed from the member of staff's file.

The student or students involved in making allegations will be disciplined according to the severity of the case, up to and including exclusion.

13 EQUALITY ACT 2010

This policy acknowledges the school's legal duties under the Equality Act 2010 in respect of Safeguarding and in respect of student with special educational needs.

GUIDANCE FOR STAFF

POSITIVE BEHAVIOUR MANAGEMENT

Effective teaching and learning can only take place in a well ordered environment. Promoting positive behaviour requires the commitment of all staff and pupils and consistency of practice across the school to ensure that pupils know the standards of behaviour expected of them. All adults in the school need to work together and support each other in creating and maintaining a well ordered environment.

ROUTINES

Display the code of conduct prominently in the classroom and then teach it to the pupils. Older pupils will respond to a more mature discussion and an explanation of the rationale for the code. **Agree all behaviour and teaching and learning routines with the pupils.**

Teach the routines and rehearse them several times. **Discuss with the pupils in your class the rules and expectations** at the beginning of every half term so that no pupil is ever more than six weeks away from having discussed the rules.

Focus on target behaviour - instead of telling pupils, what you **do not** want them to do, focus on what you **do** want them to do. A good way of practicing this is to start the sentences with phrases, "I want you to..."

Assertiveness - make sure that your voice and body language are conveying the same message as your spoken words. Avoid both passive and aggressive behaviour. Passive behaviour does not get the message across. Aggressive behaviour unsettles pupils and invites aggressive response.

Speak in a low voice, giving clear instructions, relating instructions to the pupils' current level of understanding, remembering to check that students understand instructions.

INITIAL IMPACT IS IMPORTANT

Here are some of the ways you might start the lesson:

Be ready to receive and greet the pupils when they arrive and ensure an orderly entry into the classroom.

Use visual signals for getting attention. Using signals can be more effective than using your voice to get attention.

Have the pupils sit quietly while you call the register- remember to greet them.

Start right away by asking them about what they know about a topic. This gives the pupils an opportunity to participate and gives you a chance to build on their knowledge. Have some work on the tables ready to start on. This draws them straight into an activity while you get round and solve individual problems.

Provide a stimulating environment for pupils to work in. This includes attractive displays as well as the making sure the room is left neat and tidy at the end of each lesson.

Describe activities and learning outcomes in advance, so they know what is going to happen in the lesson.

Provide stimulating lessons in which pupils are challenged according to their ability. Provide differentiated work and cater for different learning styles.

Ensure that each teaching situation makes use of the maximum amount of dialogue and pupil participation.

Ask pupils to discuss work in pairs before reaching an agreed answer that they will present to the class OR ask a group of pupils to sum up at the end of the lesson. This helps to increase concentration in the room and takes advantage of the fact that pupils sometimes listen to each other more carefully than they do to us!

Check for understanding by asking questions.

Ask pupils to repeat the instructions, this increases the level of attention.

The most useful way of reinforcing positive behaviour is to provide pupils with interesting and exciting lessons.

The most useful ways of engaging pupils in learning is to open dialogue with them. Techniques like- asking the same pupil four or five questions so that the pupil gets used to extended discussion.

Check the work. The most common cause of pupil's not being on task is because they either do not know what to do, or they cannot understand the work. Always address these issues first. A whole group or class may need a review of what they are expected to do. Review the pace of the lesson. Be sensitive to the point when the lesson starts to get ragged. It may be time to move on to your next teaching phase.

Naming - mentioning a pupil by name in the course of an explanation is a **friendly way of getting them back on task.**

Humour - the use of good-natured humour can be very effective for generating a good atmosphere and avoiding niggles. **Using sarcasm has the opposite effect. Avoid arguments.**

Make sure the class is dismissed on time. Homework should have been set/explained and recorded by pupils before the end of the lesson.

SUPPORTIVE FEEDBACK

- **Let the pupils know when they are doing the right thing.** They will improve if accurate feedback is given.
- **Providing positive reinforcement** is a key aspect of classroom control. Praise the behaviour you want and reward it appropriately and frequently.
- **Most effective reward is adult praise.** Praise needs to be personal and specific. Tangible rewards such as certificates and gift vouchers are also important ways letting pupils know that we value their co-operation. **Give praise in five to one ratio.**

Some ideas:

“Command then praise times three” – Every time you give an instruction, immediately acknowledge three pupils for carrying it out, before you say anything else.

“Positive Repetition” - Every time you need to repeat a command, do it by focusing on a pupil or a group of pupils who are doing the right thing and praise them for it.

Praise every pupil every day. Praise what you see.

It is useful with difficult pupils to catch them being good. So when you do see them doing something right, acknowledge it.

CORRECTIVE FEEDBACK

Let them know when they have got it wrong.

Keep calm- showing anger and irritation over-frequently reinforces the negative behaviour. **Make sure you criticise the behaviour and not the pupil. Never make ineffectual threats.**

Emphasise Choice – pupils have a choice about what to do. It is a good idea to emphasise this choice.

For example, you may quietly say to a pupil, “You have already had one warning, you need to get back to work now or you will be choosing to stay with me after the lesson”.

The most effective penalties are light penalties.

The big issue with penalties is consistency. Often we make a series of threats and then, when we have finally lost our patience we apply a heavy penalty.

Keep them behind for few minutes OR get them to write down what they did wrong, how they can make amends, and what the right way is to behave in the future. **Pupils will get the message if all staff is operating the same system.**

If a pupil severely disrupts a lesson he or she can be removed from it right away without having to go through the sanctions procedures.

Each day pupils need to start with a clean sheet so that there is always room for them to improve.

In a difficult situation remain calm and send a clear message.

After a difficult episode, re-establish contact with the pupil as quickly as possible.

Review the situation with them in a constructive way.

Discuss in Department meetings the best ways of managing behaviour, teaching, learning, and support for each other.

Department Behaviour Sanctions

Detention set by member of department. If a second minor incident occurs, this should be followed up by an hour department detention.



Phone call home (if uncertain check with HoH) or correspondence with parent by post. This may involve organising a meeting with the pupil's parent.

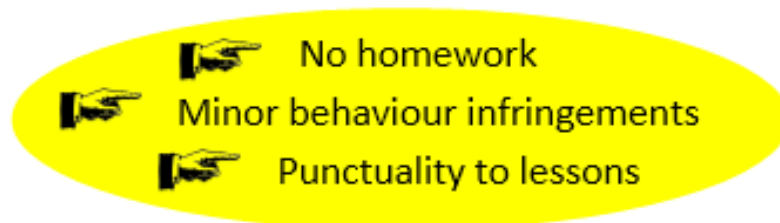


Departmental Isolation/Department Report



Head of House

If the pupil is involved in a serious incident, then the HoH will get involved immediately. However minor issues should be dealt with by the member of staff involved or HoD in the first instance.



If any of these negative behaviour issues are a regular occurrence, then the HoH will intervene once the above procedures have been carried out by the department. All documentation of actions taken should be sent to the HoH and a copy should be retained by the HoD.





THE 4 A's

Achievement: Doing well in your lessons, homework and examinations.

Appearance: Being smart and in the correct uniform each day.

Attendance: Aiming to be at school every day.

Attitude: Trying your best in lessons. Good manners, courtesy and getting involved in extra-curricular activities.

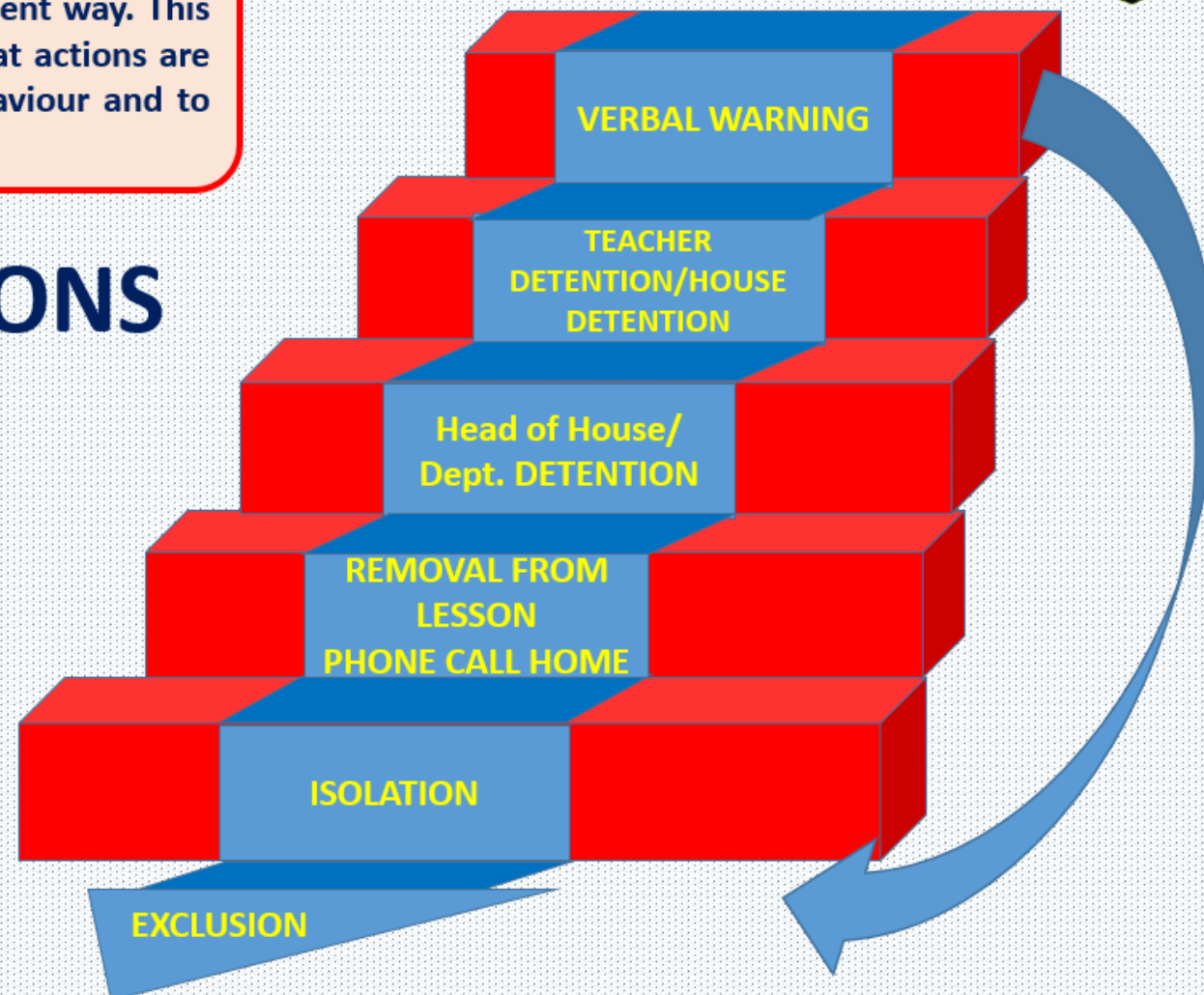
VHS STEPS TO SUCCESS





Any poor behaviour will be sanctioned in a consistent way. This way we can ensure that actions are used to improve behaviour and to support learning

SANCTIONS

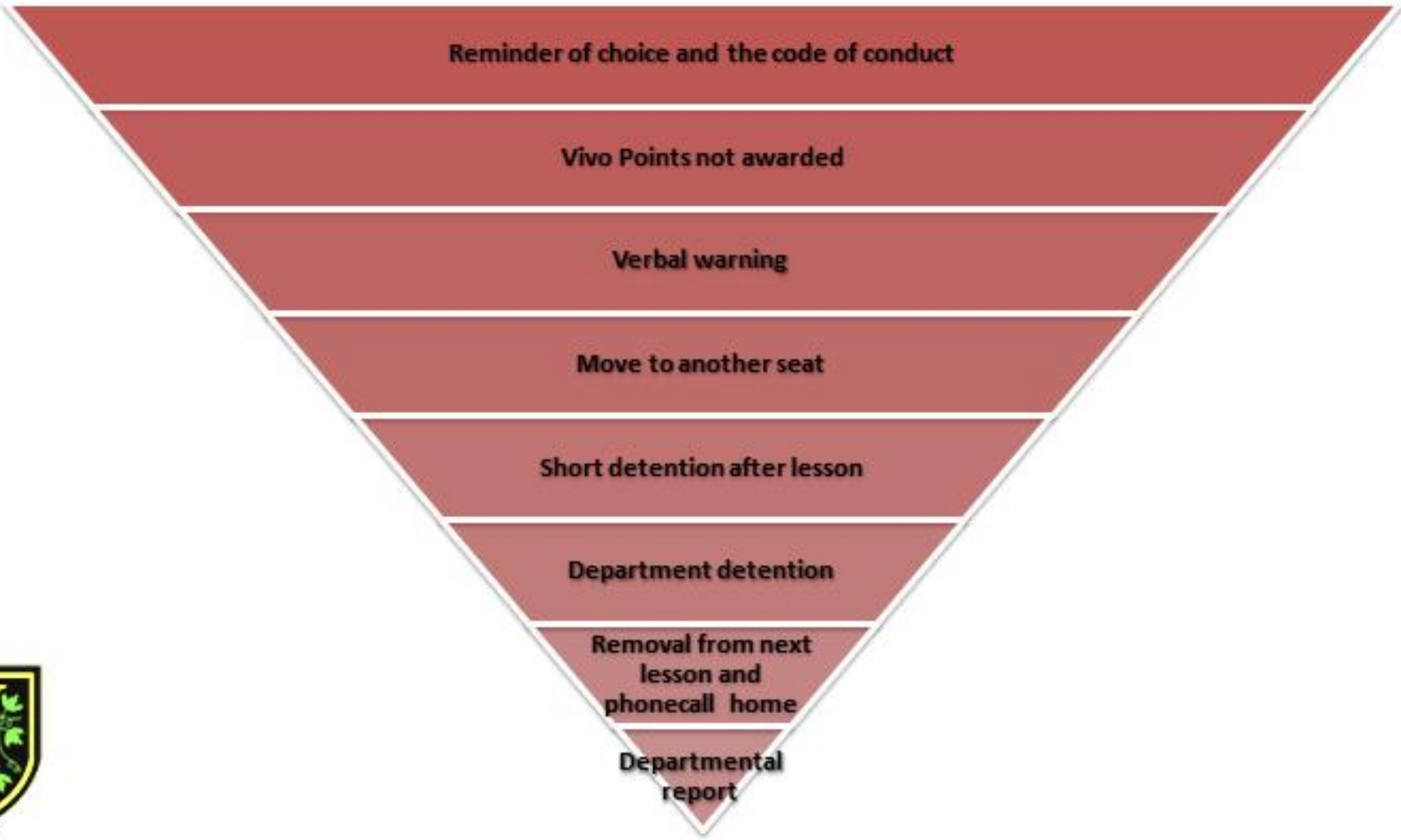


"In Harmony- Achieving Excellence"





Sanctions



There is no obligation that every stage will be followed and in this order. The closer you get to the bottom, the more serious the sanction and the less frequently it is likely to be used

VALENTINES HIGH SCHOOL – CODE OF CONDUCT

“IN HARMONY ACHIEVING EXCELLENCE”

RESPECT

YOU

- Attend school regularly and punctually
- Bring the right equipment to lessons
- Respect the personal space of others
- Have good manners and respect for all
- Wear your uniform correctly
- When your teacher is speaking, pay attention
- Line up outside the classroom quietly
- Do not call out
- Do not distract or annoy others

ENVIRONMENT

- Use quiet voices in school
- Small groups only
- Walk around the building – no running
- Don't chew gum or drop litter
- Coats are not worn in buildings
- Mobile phones are not allowed
- You may drink water in lessons and around the school
- Eat only in designated areas
- Good behaviour in the community
- Loitering around after school is not permitted



