

# **GUILDFORD COUNTY SCHOOL**

## **STATEMENT OF POLICY ON BEHAVIOUR**

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### **The Basic Code of Conduct**

This policy applies to all aspects of life within the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. We expect our students to:

- Attend
- Be punctual
- Work hard
- Act sensibly
- Treat everyone and everything with respect

We aim to provide:

- Requirements that are clear and fair to all our pupils regardless of gender or race
- Praise and encouragement when things are going right at least as often as sanctions when they are not
- A learning environment which helps students to judge what is appropriate for different occasions, to make sensible decisions and to apply them
- Leadership and guidance, based on experienced, shrewd and sympathetic understanding of our students
- An atmosphere which is supportive but which also encourages increasing maturity and independence
- A school that recognises that sometimes people falter, and encourages them to make a fresh start
- An emphasis on trying again when things have gone wrong

We have set out in our Home/School Contract the details of how we expect our students to behave on a day-to-day basis.

### **Rewards**

We consider it important that praise and rewards should have a considerable emphasis within school and students will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work, good behaviour and adherence to the code of conduct. Rewards may be either informal (such as teacher praise for appropriate behaviour inside and outside the classroom), or formal (green Commendations Stickers awarded by teachers and gold Commendations Stickers awarded by tutors). End-of-term Commendations are awarded for good work, progress, effort, service and attendance.

### **Sanctions**

When students behave in an unacceptable way, sanctions will be applied. It would be unfair to the rest of the student body to allow a minority who misbehave to disrupt the

learning environment. Students have a right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor infringements of the code of conduct.

The behaviour management policy applied within the school sets out six stages for managing student behaviour. Each stage indicates a greater level of concern over an individual student, and represents the wider involvement of staff, parents and outside agencies. Each stage is further defined by a number of steps that will be taken by staff. At any stage members of the Leadership Team and Heads/Assistant Heads of Year may place a student in the Referral Room which is intended to provide temporary withdrawal from lessons when all other classroom strategies have failed. Students may be placed there for the remainder of the lesson or for a whole day. Students in the Referral Room will be supervised at all times and will be supplied with work to do which should be done in complete silence.

Stages 1 and 2 of the Behaviour Management Policy are the responsibility of the class teacher, with action ranging from simple non-verbal or verbal instruction to the student to improve behaviour, through a maximum of 30 minutes detention at lunchtime or after school. If behaviour deteriorates, the Head of Department, tutor and parents will be informed.

At Stage 3, Heads of Department, the Head of Year and/or a member of the school's Leadership Team will become involved and parents will be informed. Sanctions range from one hour's detention, through removal from class to being placed on Green Stage Daily Report. At this stage also if there are broad concerns expressed about the student's behaviour, an Individual Education Plan will be drawn up with clear targets for the student to achieve.

If problems still persist, at stage 4 a Pastoral Support Programme will be put in place and the Headteacher, all staff, parents and out of school support agencies will be informed. The student will be placed on Amber Stage Daily Report.

If the Amber Stage Report is ineffective in controlling poor behaviour, the Pastoral Support Programme will continue and the student be placed on Red Stage Daily Report. The student may be subject to internal exclusion supervised by the Head of Year or member of the Leadership Team for a day of any incident and for the following day if not a full day. The Head of Year, all staff and parents will be informed.

If the student still fails to accept school procedures, sanctions and staff authority or exhibits violent or aggressive behaviour or theft, at Stage 5 the Headteacher will impose a fixed-term exclusion of up to 15 days per term. The Head of Year, all staff, parents and the LEA will be informed.

If repeated poor behaviour continues from Stage 5, the Pastoral Support Programme has failed to bring about improvements or a single unacceptable action of an extreme nature occurs, the Headteacher will permanently exclude the student from the school. The Head of Year, all staff, parents and the LEA will be informed. The student's parents have the right to appeal against exclusion by making representations to the

Governors' Discipline Committee. If the Committee uphold the appeal, the parents have the right to appeal to an independent Appeal Panel established by the LEA.

### **Behaviour outside School**

Students are expected to be well behaved on their way to and from school and to wear their school uniform correctly and in full. Students wearing uniform represent the public face of the school and should behave in a way that enhances the reputation of the school - for example, we do not expect students to smoke when wearing school uniform outside school. We also expect our students to behave impeccably on school visits and journeys, and without any of the lapses and indulgencies that might exist in school. Students will be reminded of this exacting standard at the start of every out-of-school activity and regularly throughout the trip.

*This policy was approved by the Governing Body in May 2009.  
It will be reviewed again in 2012*