



DEVONPORT HIGH SCHOOL FOR GIRLS

BEHAVIOUR FOR LEARNING POLICY INCLUDES HOME SCHOOL AGREEMENT

Named person: R Morgan

Category: Statutory

Review: Annually or When there are significant changes

Date to be reviewed: Summer 2020

This policy has been reviewed with regard to the work/life balance of staff.

Adopted by the Governors' Policy Committee on: 08/07/2019

Ratified at the Full Governors' meeting on: 08/07/2019

Behaviour for Learning Policy

This policy pays due regard to the Equality Act 2010, Keeping Children Safe in Education 2017, the SEN Code of Practice 2014, the DfE Behaviour and discipline in schools advice for Head Teachers and school staff document published January 2016, the searching, screening and confiscation advice for Head Teachers, School Staff and Governing Bodies January 2018 and the sexual violence and sexual harassment between children in schools and colleges December 2017. Behaviour for Learning at DHSG forms part of the wider School commitment to outstanding learning in every classroom. The purpose of this policy is to facilitate and enable effective learning. Accordingly, this policy should be read in conjunction with the School's Learning and Teaching Policy.

We believe that each student has the right to learn in an environment that is underpinned by the principles of Inclusion and that good behaviour is essential for good teaching and learning to take place. Learning should be stimulating. The teacher, when planning lessons must take into consideration the student's learning style and any other additional needs or requirements they may have or need to maximise their learning experience. All students will be supported to develop effective Learning Skills.

Teachers are professional practitioners; it is recognised that their methods and approaches will vary. The school embraces personalised and inspirational learning and teaching. The school does, however, place great emphasis on the importance of consistency across the school; thus it follows that consistency of approach in implementing this Behaviour for Learning policy is essential in order to ensure progression for all our students.

Students at DHSG should:

- feel safe
- feel they are listened to
- be treated with dignity and respect
- be able to learn to the best of their ability
- be valued as members of the School community
- have any specific educational need/s supported

The School aims to provide a safe, secure, supportive environment where students can learn to the best of their ability, and where teachers can teach to the best of their ability. We firmly believe that students respond best to praise and positive incentives, and the basis of our behaviour management is always to look for the good in students. To this end, we place great emphasis on rewards and the recognition of success.

There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form; it will be repudiated in every instance. Peer on Peer abuse of any nature will be thoroughly challenged and the DSL involved where appropriate (see Child Protection Policy).

Effective behaviour policies separate the child from the behaviour. They say 'we want you – we do not want this behaviour'

Aims

- To promote a positive learning environment throughout all areas of the school, ensuring learning can be effective and students and staff feel safe, secure and respected.
- To ensure the time for learning is maximised, low level disruption is not tolerated.

- To provide support to staff through appropriate training to ensure that there is a consistent approach to behaviour management across the school.
- To ensure that students recognise that they are responsible and accountable for their behaviour, and they make clear choices regarding their behaviour.
- To ensure students recognise that there are clear and inevitable consequences for their behaviour, both positive and negative.
- To ensure that students, parents/carers, staff and governors are fully aware of:
 1. the expected behaviour of students both in lessons and around the School.
 2. the clearly defined and sequential rewards for good behaviour and consequences for poor behaviour.
- To communicate with parents/carers quickly where significant positive or negative intervention has taken place.

Principles

All students will be able to gain rewards that will remain relevant throughout their time at school. There should be an emphasis on recognising, celebrating and rewarding positive behaviour. This will lead to a positive ethos with an emphasis on rewards, but where students, parents/carers and staff have a clear understanding of the consequences of any behaviour that hinders learning. Expectations regarding behaviour will be displayed in all teaching areas and there will be a core set of expectations which will be common throughout the school.

Where a student chooses to behave inappropriately staff will consistently apply clear, sequential sanctions according to this policy.

Any assessment of student behaviour concerns will include their online behaviour.

Expectations

Clear expectations are vital in ensuring that students know and understand the boundaries in which they should operate. Our expectations are summarised below:

Right Attitude

We expect all our students to have a positive attitude and arrive at each lesson ready to learn:

- demonstrating energy and enthusiasm for learning.
- being polite and respectful to others, for example, listening carefully when a member of staff or student is talking.
- demonstrating tolerance towards others in supporting equality and inclusivity and a zero tolerance of and towards bullying behaviour.
- responding to instructions readily.
- ensuring they give their full attention to the learning by managing possible distractions, for example, by ensuring their electronic devices are switched off and out of sight.
- completing class work and home learning on time and to the best of their ability.

Right Place and Time

We expect all our students:

- to be punctual, arriving at school and lessons on time to facilitate a prompt start to learning.
- maintain high levels of attendance and remain on site and in lessons during the school day.
- to sign in and out with a parent or carer at reception if they are required to leave the site during the school day (Years 7 - 11). Sixth Form students should sign in and out in the Sixth Form Centre and use an absence request form for planned absences.

Right Uniform

We expect all our students to:

- wear the correct uniform to and from school and to all their lessons.
- in the Sixth Form students are expected to dress in appropriate business wear or smart-casual clothing. Please consult the uniform page for specific requirements.

Right Equipment

We expect all our students to:

- bring with them the tools that they need to learn effectively. This includes their correct exercise books, planner, calculator, stationery and subject specific equipment such as P.E. kit or ingredients for Food Technology lessons. Electronic devices brought to school must be used according to our Acceptable Use Policy (AUP). Students are responsible for all valuable items they bring into school.

Right Environment

We expect all our students to contribute to, and respect the school environment and community:

- moving safely around the school in a calm and orderly manner and moving in silence to assembly and during fire drills.
- refrain from using mobile devices on site between 8.00 am and 3.35 pm (Years 12 and 13 may use their devices in the following areas: Sixth Form centre, and designated Sixth Form Study areas).
- only consuming hot food and drink in the dining hall or outside.
- by not bringing chewing gum to school and disposing of litter appropriately.
- charging personal devices at home.
- we are a non-smoking site. Students must not smoke **or vape** at school, on the way to/from school or anywhere in school uniform. Smoking materials are prohibited at school, as are illegal drugs and alcohol.
- using resources in an environmentally responsible and sustainable manner.

Where a student's behaviour does not meet these expectations they will be subject to sanctions as outlined in this policy.

School Uniform

Students in Years 7–11 all wear the Devonport High School for Girls uniform. Students are encouraged to be proud of their appearance and behaviour as ambassadors for the school. Students are expected to arrive at, and leave school in school uniform, which includes:

- brown school skirt (knee length) or brown school trousers.
- brown school jumper with the school badge. The House badge should be sewn onto the jumper directly below the school badge.
- white polyester or cotton shirt, which is to be worn tucked in when wearing the school jumper. Polo shirts or T-shirts are not permitted.
- black/dark brown plain shoes. (Trainers or trainer-style shoes, boots, high heels, canvas shoes, open-toed shoes or flip flops are not permitted).
- plain natural, black or dark brown tights or white ankle socks.
- plain coat, anorak or jacket for outdoor wear (not 'hoodies')
- plain brown or black headscarves may be worn to observe religious beliefs.

Hair, make-up and jewellery

Hair colour must be natural in appearance. Students should not wear nail varnish, shellac, gel or false nails or false eyelashes. Natural looking make-up may be worn, without eyeliner or lipstick. The only jewellery permitted, is a single small stud in the lower lobe of each ear and a wrist watch.

Sixth Form

There is no school uniform in the Sixth Form but students must abide by the Sixth Form Dress Code: clothing worn by Sixth Form students must be suitable business wear or smart casual clothing. Low-cut tops or dresses, crop-tops, sleeveless tops, and 'off the shoulder' tops; torn or ripped clothes or clothing with inappropriate or offensive imagery; shorts and short skirts/dresses or flip-flops, are not appropriate. Visible piercings are restricted to one piercing per ear lobe (no facial piercings) and hair colour must be natural in appearance.

Guidance for wearing mufti

On a 'Mufti Day' the essence of the school dress code, which is driven by both health and safety and appropriateness for a work environment, will be applied. This includes wearing appropriate footwear (no high heels or flip flops). Our students continue to be fantastic ambassadors for the school and maintaining these standards is very important to us.

Any student who is deemed to be dressed inappropriately may be asked to return home to change or to wear uniform provided by their Head of House.

Physical Education Uniform

All students must wear PE uniform for health and safety reasons. The core kit list includes:

- games socks with black and white hoops.
- white ankle socks.
- black "football" shorts (no skirts).
- black "cycle" shorts.
- white shirt with black trim and school badge.
- black hooded warm up top with school crest.
- shin pads.
- trainers suitable for sports, not fashion-wear.

Optional additional kit:

- black tracksuit bottoms. Black sports leggings can be worn in KS4.
- a black or white 'base layer' to be worn under the Polo shirt.
- red Polo shirt with school badge for Dance and Sports Leaders (from Yr10). White Polo shirt with school badge for GCSE P.E.

For stockists please consult the school website.

Rewards

"I can live for two months on a good compliment" (Mark Twain)

At DHSG we acknowledge the importance of praise and reward and seek to promote and reinforce our expectation of students at any given and relevant opportunity. We recognise that our students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving and can inspire those who from time to time may need additional support. Finding ways to reward must be at the heart of our teaching.

Rewards should enhance learning through:

- positive reinforcement
- increased motivation
- by encouraging and acknowledging effort and achievement

We must ensure that rewards:

- are collaborative and positive
- involve the students and parents/carers
- show consistency of approach, both between Key Stages and between staff
- recognise students who are consistently good
- are not harder to achieve, the older the student becomes

Rewards must be given sincerely and fairly as a means of acknowledging an effort, achievement or action that is above and beyond the norm.

What can rewards be given for?

Clearly demonstrating high level learning skills and habits through:

- outstanding class work
- outstanding home learning
- volunteering
- representation
- ambition and Enthusiasm
- consideration
- community work

Rewards can be:

- verbal and written Praise
- merit
- merit Certificates
- success/praise postcards
- letters home
- subject/activity specific certificates
- cups and trophies
- celebrations of achievement via notice boards around the school
- press coverage

Who will be able to give merits?

Any member of staff will be able to give a merit for any activity that fits the criteria. Some support staff may prefer to give a recommendation to a teacher, who can award the merit on their behalf. Sixth Form peer mentors may also make a recommendation to a teacher for a merit.

How will the merit certificate system work?

- Tutors receive merit totals weekly from the office.
- This will feed into the House system when totals are collected and published at the end of each term with the House cup awarded at the end of the year.

Merit Certificates:

No. of Merits	Who awards it	When
10	Form Tutor	In Tutor time
25	Form Tutor	In Tutor time
50	HoH	At points in the term as appropriate
75	HoH	At points in the term as appropriate
100	SLT	In Full School Assembly
Over 100	SLT/Govs	In Full School Assembly

Certificates for 50 plus merits will also be accompanied by a letter home.

In addition:

- certificates for effort are sent home after each Progress Review or Report.
- celebratory Postcards are sent home at the end of each term to the top merit holders in each form in years 7 to 11.
- at the end of the School year 'Good Egg' letters are sent home to students who have fulfilled all our expectations and have at least 98% attendance.

Sanctions

All staff are responsible for the behaviour and discipline of students in their charge, and should use appropriate strategies and sanctions to maintain an orderly framework within which effective learning can take place. It is therefore essential that management of behaviour is approached in a positive and consistent manner. This will ensure that students gain a clear understanding of the boundaries in which they operate and that they have a sense of justice as any reward or sanction is given evenly. The law allows the sanctions below to be applicable for students up to the age of 18.

Sanctions

A range of Sanctions may be employed as a disciplinary response to poor behaviour for example:

- verbal reprimand
- behaviour mark
- contact with parents/carers

- removal from class
- loss of privileges
- confiscation of property
- school community work
- break/lunchtime detention
- aAfter school detention or detention on Teacher Training Days
- internal isolation
- reporting to senior staff
- being placed on Report
- instant sanction Report
- behaviour contract
- temporary exclusion (Head Teacher decision only)
- permanent exclusion (Head Teacher decision only)

All students caught smoking or vaping on site and off site in uniform should be referred to the SLT via their HoH. The set sanctions are confiscation and destruction of smoking/vaping materials, contact with home and SLT detention.

In relation to mobile devices we operate a see it, hear it, lose it policy between 8.00 am and 3.35 pm. Please see the appendix for further information.

Curriculum and Pastoral

Staff will log all actions such as detentions as well as other interventions, and report cards on SIMs.

'Parking' System

Where student behaviour is hugely disruptive to the learning in the classroom and is not responsive to the instructions and sanctions of the teacher, a student may be removed from the lesson and "parked". Very few of our students need 'parking' for major incidents that occur in a class. However, on the rare occasion this sanction is needed the following will occur:

- students can be parked for a *serious* misdemeanour.
- if a student is parked, this is logged on SIMS.
- a student will be sent to the main School office to ask for support (an available HoH or SLT member will be located).
- a parking slip will be completed and handed to the HoH / SLT (see appendices).
- the HoH / SLT will remove the student and take them to the appropriate location according to the rota.
- work is provided so that the student can continue to study.
- the 'parking' slip that accompanied the student to the 'parked' lesson will be handed to the appropriate HoD immediately following the lesson so that follow up is immediate.
- the teacher who needed to 'Park' the student will provide the HoD with the details of the incident.
- all follow up will be recorded by the HoD or discussed with the HoH depending on the nature of the incident.
- the HoD / HoH then has the responsibility to manage the situation through a range of sanctions.
- the HoD will facilitate a meeting between the class teacher and the student prior to the next scheduled lesson.
- where relevant, SLT will be involved.

Form Tutors

Upon receiving a weekly behaviour update for their tutees, Form Tutors will discuss with each student any behaviour incidents that have arisen. Form Tutors will refer students for Pastoral Detention if 5 behaviour incidents are accumulated and record it in their planner.

HoH will apply the following steps for accumulated behaviour marks:

10 Behaviour Marks =	Pastoral Detention. Meeting with HoH and letter home.
15 Behaviour Marks =	SLT After School Detention. HoH issues two week Report. HoH Contacts Parents/Carers.
20 Behaviour Marks =	SLT After School Detention. HoH meets with Parents/Carers. HoH issues two week Report.
25 Behaviour Marks =	SLT After School Detention. SLT contact Parents/Carers by phone. SLT Behaviour for Learning Report.
30+ Behaviour Marks =	Referral to Deputy Head / Head Teacher

All actions will be logged by pastoral staff as part of a behaviour record for each student.

If a Form Tutor feels any concern regarding a student's progress from reading the planners or behaviour update weekly, they will contact their HoH or the Designated Safeguarding Lead.

Progress Reviews and School Reports

Attitude to learning and effort is also monitored as a result of data collected via the reporting system. Students who receive concerning levels of inconsistency or "poor" for Attitude to Learning or Organisation on their Progress Review or Report will enter this intervention schedule.

Stage 1	Meeting with Form Tutor / HoH about effort and attitude to learning. Letter home.
Stage 2	Two week Pastoral Report (HoH) or Curriculum Support Plan (HoD). Letter home.
Stage 3	Parental meeting with HoH OR HoD / SLT.
Stage 4	Behaviour for Learning Support Plan directly monitored by SLT. Letter home.
Stage 5	Referred to Deputy Head / Head Teacher

Report Cards

In some instances students will be placed on an appropriate 'report' and this must be seen as a serious step. Students can be placed on report for a range of reasons and the type of report may vary from General Pastoral Report, subject specific Curriculum Support Plans or SLT Report. Parents/carers will be made aware that their child is on report and the reasons why. Parents/carers will be involved further at the discretion of the member of staff issuing the report if no significant improvement occurs. Students are given specific targets and are monitored regularly over a set period of time.

Detentions: Detentions may be set by any member of the teaching staff. Support staff should report behavioural concerns regarding students to Form tutor/HoH/SLT.

Detentions can be set at lunchtimes, after school and in rare circumstances, on teacher training days. Parental/carer consent is not required for detentions, however, we will seek to gain it where possible to ensure travel arrangements are in place. Parental/carer inconvenience will not be considered a barrier to the application of a detention as a sanction. Where consent is not gained all decisions will consider the safety of the student and whether keeping students puts them at risk. Where lunchtime detentions are issues, staff will ensure that students have their opportunity to eat, drink and use the toilet.

Internal Isolation

Students may receive a sanction of internal isolation for a range of more significant behaviour breaches, safeguarding concerns or as a supportive action. This will be a short term, fixed length sanction whereby the student is placed with a member of SLT or HoH to work under their direct supervision. Teachers whose lessons the student would usually be present in will provide appropriate classwork so that the student does not fall behind in their studies.

Staff Support

Where a member of staff feels that they require support with a particular student or group of students, they should initially speak to their subject leader, who should support all members of their team in issues of classroom management. This may involve peer observations to share good practice, meeting with the parents/carers of students with challenging behaviour, or temporarily removing a student who is not responding.

Please see the relevant member of SLT if you require support with INSET on these issues. We have the full set of Bill Rogers Behaviour Management CDs in the staff work room.

An interactive website with excellent video clips is: <http://sitc.education.ed.ac.uk/pda/>

In the rare event of serious misbehaviour, please use the systems already identified above, or contact a member of SLT depending on the incident and its severity.

Behaviour Outside of the School Premises

Since the Education and Inspections Act 2006, Head Teachers also have the statutory power to regulate students' behaviour at times when they are not on the premises of the school to such extent as is reasonable. For example, we have the same expectations of behaviour for our students if they are on a school trip, are educated off site, at lunchtime and on the way to or from school and whenever they are wearing their uniform in a public place. This also extends to other activities that are directly linked to the school, for example inappropriate comments on a social networking site that are threatening, bullying or derogatory in nature or other behaviour that brings the school into disrepute. Where this happens students will be subject to the same sanctions outlined in this policy once the students are back on the school premises.

Fixed Term Exclusion

All Exclusions will be sanctioned by the Head Teacher. Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Head Teachers in using exclusion as a sanction where it is warranted. Permanent Exclusion will be used as a last resort, 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.

Physical Restraint/Use of reasonable force

There may be situations where it is deemed necessary for a member of staff to use reasonable force or control to manage a student.

As examples, reasonable force may be used to:-

- remove disruptive students from the classroom where they have refused to follow an instruction to leave;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight
- restrain a student at risk of harming themselves or others through physical outbursts.

Searching students for prohibited items under the Education Act 2011

In addition to the general power to use reasonable force described above, Head Teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

These powers cover searches in school and on authorised school activities elsewhere, such as school trips. The overall power to enforce disciplinary penalties covers the use of confiscation as a disciplinary sanction. This includes seizure and, as appropriate, the retention and disposal of certain items. As with other sanctions, confiscation must be applied in a reasonable and proportionate way. A member of staff will have a specific statutory defence if s/he can prove that any seizure, retention or disposal of a particular item was lawful.

Weapons and knives and extreme or child pornography must always be handed over to the Police, otherwise it is up to the teacher to decide if and when to return a confiscated item.

We will always be guided by the searching, screening and confiscation advice for Head Teachers, school staff and governing bodies January 2018.

Malicious Accusations

We take our responsibilities for Safeguarding Children very seriously and will investigate thoroughly reported instances of staff misconduct. However, where a student is proven to have made malicious accusations against staff, they will be subject to sanctions as appropriate and according to this policy.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment will not be tolerated in any circumstance. These matters, where they arise will be addressed as safeguarding disclosures in the first instance and be managed by the DSL.

Sexual violence and sexual harassment are likely to constitute a serious breach of discipline and where appropriate, actions and sanctions from this policy employed in response.

We will consider any case of this nature within the guidance of the December 2017 DfE document

‘Sexual violence and sexual harassment between children in schools and colleges.’

Please consult the Child Protection policy for further information.

Preventing Extremism and Radicalisation

We are committed to providing a secure environment for students, where they feel safe and are kept safe. All adults at DHSG recognise that safeguarding is everyone’s responsibility, irrespective of the role they undertake, or whether their role has direct contact or responsibility for students or not.

Definitions:

- **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism (Prevent Strategy, Home Office, 2011).
- **Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas (Prevent Strategy, Home Office, 2011).
- An **ideology** is a set of beliefs (Prevent Strategy, Home Office, 2011).

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources – school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students, and so is addressed as a safeguarding issue (see Child Protection policy). We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at DHSG we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and are not marginalized.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by our students or staff will always be challenged and where appropriate, dealt with in line with our Behaviour for Learning Policy for students and the Code of Conduct or Disciplinary Policy for staff.

Support

It is essential that the school works with parents/carers, governors and outside agencies to support students who are persistently failing to meet expectations. In our experience, when parents/carers and the school work together in partnership, we are most effective in being able to improve student behaviour. We will be alert to Safeguarding concerns where student behaviour is particularly challenging and provide appropriate assessment and support via the DSL or SENCo as appropriate.

HoH working with Form Tutors, Classroom Teachers and Senior Leaders will quickly identify students who need support. HoH will then build a partnership with parents/carers to support the student and eliminate the negative behaviour. If the behaviour persists then they may use behaviour reports, Individual Behaviour Plans (IBPs) and Pastoral Support Plans (PSPs) as well as bespoke programmes as produced by our SAGECo (Support advice and guidance to improve engagement co-ordinator) and mentoring in order to monitor and support the student. Further negative behaviour will lead to referral to the SENCo and intervention from other agencies with the support of the SLT.

These agencies may include:

Educational Welfare Service.
The Educational Psychology and Behaviour Support Team.
Child and Adolescent Mental Health Service. (CAMHS).
School Nurse Service.
The Peer Mentoring Project.
Student Counselling Service.
Work Related Learning Team.
Family Support Service.

Also see:

DfE-00059-2011 document Ensuring Good Behaviour in Schools – A Summary for Heads, Governing Bodies, Teachers, Parents and Pupils.

DfE-00056-2011 document Screening, Searching and Confiscation – Advice for Head Teachers, staff and governing bodies

Monitoring and Evaluation

The effectiveness of this policy will be monitored to ensure that it fulfils its aims.

Sources of Evidence:

- Dialogue with staff
- Questionnaires
- Lesson observations
- Regular analysis of SIMS data

Standardised letters home can be found in the staffroom for uniform infringements, inappropriate use of mobiles, smoking, lack of equipment etc.

This policy will be published annually to staff, Governors, parents/carers and students.

Reasonable adjustments

Although consistency in the application of this Policy is highly desirable, a rigid and inflexible system can prove equally detrimental in supporting individual needs, particularly in relation to safeguarding and in respect of students with SEN. Therefore reasonable adjustments may be made in consultation with HoH, SENCo, DSL or any member of the SLT.

Home School Agreement

As a student I will endeavour to:

- attend school regularly and on time
- bring all the equipment I need every day
- be smart in appearance and keep to the school uniform requirements
- complete all my classwork and home learning on time
- be polite, respectful and helpful to others, behaving responsibly at all times
- look after my school and our local environment
- maintain high aspirations for myself and manage possible distractions to my learning
- make a positive contribution to the life of my school

Student's signature

As a Parent/Carer I will endeavour to:

- support my child to attend school, on time, properly equipped and in school uniform
- make the school aware of any concerns or problems that may affect my child's learning, behaviour or welfare
- support the school's policies and guidelines
- support my child in completing set learning at home
- attend Parents' Evenings and discussions about my child's progress
- keep the school up to date with changes to my contact details and child's medical information

Parent/Carer's signature.....

As a school we will endeavour to:

- care for your child's safety and well-being
- help your child achieve their potential
- provide a balanced curriculum
- meet the individual needs of your child
- deliver high standards of teaching
- keep parents/carers and students informed about relevant school matters
- help build good relationships and individual responsibility
- report and discuss your child's progress on a regular basis
- uphold school uniform requirements throughout the day

Head Teacher's signature.....



PARKING SLIP

This slip must go to the teacher on the rota.

Name of student: _____

Form: _____

Date: _____

Person parking: _____

Subject: _____

Please briefly explain why student is being parked:

.....
.....
.....
.....

Please pass this slip to HoD

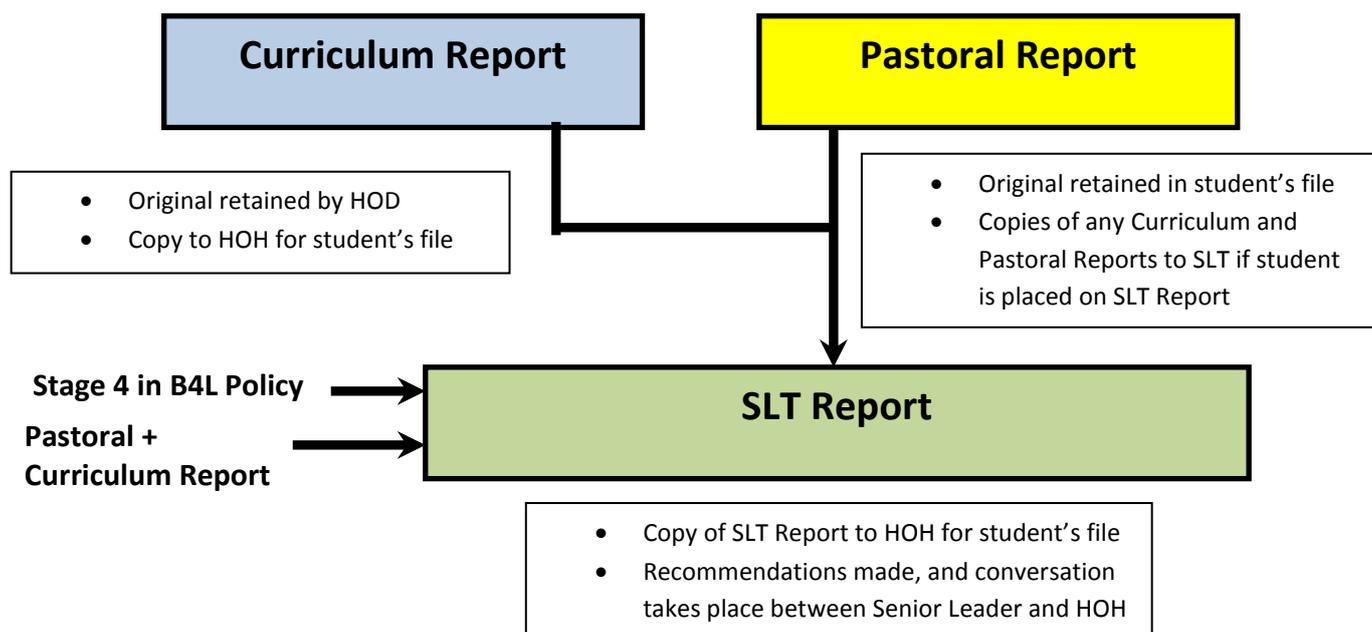
at the end of the lesson



Report Card Procedures

Report Cards

In some instances students will be placed on an appropriate 'report' and this must be seen as a serious step. Students can be placed on report for a range of reasons and can be either General Pastoral Report, subject specific Curriculum Report or an SLT Report. Parents/carers will be made aware by standard letter that their child is on report, the reasons why and the outcome.



Curriculum Report (Subject Specific)/Behavioural Concerns

- The relevant HOD sets 3 targets with the student, and these are monitored for a fixed period of 6 lessons. Where targets have not been met in the monitoring period the HoD will set an appropriate sanction.
- The Report card is repeated if the student fails to meet more than 3 targets at any point in the monitoring period.
- When a report period is complete, the original is retained by the HOD, with a copy passed to the HOH.

Pastoral Report (Behavioural Concerns across Subjects)

- HOH sets 3 targets with the student, and these are monitored for a period of 5 days, with an additional two days, at the HOH's discretion if necessary. For each lesson where targets have not been met, an instant sanction will be applied by the HOH, at their discretion.
- Pastoral Reports will be followed up with an informal 'Probationary Report', or repeated completely if necessary at the discretion of the HOH.

SLT Report Prior to being placed on Report

- A discussion will take place between the senior leader and the parent/carer on the issues the student is displaying.
- The member of SLT sets 3 targets with the student. The SLT member should have copies from the HOH of all curriculum and pastoral reports to date.
- After completing the Report there will be a conversation between the member of SLT and the HOH/HOD to look at a way forward, and the student and parent/carer is made aware of any recommendations.
- A range of appropriate consequences for failure to make progress against the student's targets will be identified with the student.



Devonport High School for Girls

PASTORAL REPORT CARD *Student Support Plan*

Name: _____ Form: _____

W/B: _____ Report No. _____

PLEASE SHOW THIS REPORT TO:

_____ (HOH)

and to a Parent/Carer every evening.

Remember

- I will focus on my targets at all times
- I will ask my teachers if I have achieved these targets, and ask them to comment if I have not met them, in order to help me achieve
- I will work with my parents/carers and teachers who want to help me achieve my full potential during my time in school

Oct 2017

❖ *Before the Report...*

Your Support Plan

The aims of this plan are firstly to identify the issues that are preventing you from fully accessing learning in school, secondly; to set out the realistic steps that **you** can take to address them and thirdly; to monitor your success in doing this.

Summary of Issues

Agreed Actions

1. _____
2. _____
3. _____

Student Agreement

"I understand why I am being placed on Pastoral Report, and agree to work towards the targets I have been set"

Signed: _____ (Student) _____ (Head of House) _____ (Parent/Carer)

❖ *After the Report...*

Head of House's Summary

Recommendations/Further Action Required

Signed/Date: _____ (Student)

Signed/Date: _____ (HOH)

Teachers, please mark **X** or **✓** and initial to indicate if the plan is being met:

Lesson	Day 1			Day 2			Day 3			Day 4			Day 5			Optional +1 Day				
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
1	Teacher Comments:																			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
2	Teacher Comments:																			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
3	Teacher Comments:																			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
4	Teacher Comments:																			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
5	Teacher Comments:																			
	Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:				
Parents/ Carers	Signed/Comment:																			
HoH	Signed/Comment:																			



Devonport High School for Girls

CURRICULUM REPORT CARD *Student Support Plan*

Name: _____

Form: _____

W/B: _____

Report No. _____

PLEASE SHOW THIS REPORT TO:

_____ (HOD)

and to a Parent/Carer every evening.

Remember

- I will focus on my targets at all times
- I will ask my teachers if I have achieved these targets, and ask them to comment if I have not met them, in order to help me achieve
- I will work with my parents/carers and teachers who want to help me achieve my full potential during my time in school

❖ *Before the Report...*

Your Support Plan

The aims of this plan are firstly to identify the issues that are preventing you from fully accessing learning in school, secondly; to set out the realistic steps that **you** can take to address them and thirdly; to monitor your success in doing this.

Summary of Issues

Agreed Actions

1. _____
2. _____
3. _____

Student Agreement

"I understand why I am being placed on Curriculum Report, and agree to work towards the targets I have been set"

Signed: _____ (Student) _____ (Head of Dept.) _____ (Parent/Carer)

❖ *After the Report...*

Head of Department's Summary

Recommendations/Further Action Required

Signed/Date: _____ (Student)

Signed/Date: _____ (HOD)

Teachers, please mark **X** or **✓** and initial to indicate if the plan is being met:

Lesson	Day 1			Day 2			Day 3			Day 4			Day 5			Optional +1 Day				
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
1	Teacher Comments:																			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
2	Teacher Comments:																			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
3	Teacher Comments:																			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
4	Teacher Comments:																			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
5	Teacher Comments:																			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
Parents/ Carers	Signed/Comment:																			
HoH	Signed/Comment:																			

Oct-17



Devonport High School for Girls

SLT REPORT CARD *Student Support Plan*

Name: _____

Form: _____

W/B: _____

Report No. _____

PLEASE SHOW THIS REPORT TO:

_____ (Senior Leader)

and to a Parent/Carer every evening.

Remember

- I will focus on my targets at all times
- I will ask my teachers if I have achieved these targets, and ask them to comment if I have not met them, in order to help me achieve
- I will work with my parents/carers and teachers who want to help me achieve my full potential during my time in school

❖ *Before the Report...*

Your Support Plan

The aims of this plan are firstly to identify the issues that are preventing you from fully accessing learning in school, secondly; to set out the realistic steps that **you** can take to address them and thirdly; to monitor your success in doing this.

Summary of Issues

Agreed Actions

1. _____
2. _____
3. _____

Student Agreement

"I understand why I am being placed on SLT Report, and agree to work towards the targets I have been set"

Signed: _____ (Student) _____ (Senior Leader) _____ (Parent/Carer)

❖ *After the Report...*

Senior Leader's Summary

Recommendations/Further Action Required

Signed/Date: _____ (Student)

Signed/Date: _____ (Senior Leader)

Teachers, please mark **X** or **✓** and initial to indicate if the plan is being met:

Lesson	Day 1			Day 2			Day 3			Day 4			Day 5			SLT Signature		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
1	Teacher Comments:																	
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
2	Teacher Comments:																	
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
3	Teacher Comments:																	
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
4	Teacher Comments:																	
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
5	Teacher Comments:																	
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
Parents/ Carers	Signed/Comment:			Signed/Comment:														
HoH	Signed/Comment:			Signed/Comment:														

Oct-17

Introduction

There is a growing bank of literature such as National research as evidenced in a paper by the London School of Economics <http://cep.lse.ac.uk/pubs/download/dp1350.pdf> referring to the impact of technology. Nationally, schools are witnessing an increasing number of issues with the mis-use of social media, sometimes by students from a very young age.

Many studies have shown that there are gains to be made in progress and mental health when access to social media is limited during the school day. In our recent survey of students, parents, carers, staff and governors, many identified that students were either directly or indirectly affected by some of the issues surrounding the mis-use of social media and recognised that it was time to reconsider our approach to the management of mobile devices.

To support the development of good interpersonal skills and to promote good physical and mental health, we will encourage students to attend the comprehensive selection of clubs and societies which take place during the lunch break.

We believe that there are many positive uses of digital technologies. We will use computer suites and school tablets in lessons and internet safety will be taught through the computing and pastoral curriculum. Both students and staff, through Microsoft Office 365, will continue to have access to Outlook / One Drive / One Note / Word / Excel / Powerpoint and Calendar in school and at home. Students will also have access to computer rooms from 8.00am to 4.45pm.

The new procedures in regards to the use of Mobile Devices as outlined below will be effective from Monday 8th July 2019.

New Expectations

All students

- Must ensure that mobile devices are switched off at the school gate and put away out of sight for the whole of the school day until 3.35pm. After school for health and safety reasons mobile devices should never be used in corridors and stairwells.
- The only exception to this is if a teacher invites students to use a mobile device in a lesson in pairs /groups (negating the need for all students to have a mobile device) but at all other times the mobile device must be switched off and out of sight.
- Must only access the internet through the school's Wi-Fi network and not use their mobile data network.

Sixth Form students

May use mobile devices in the allocated Sixth Form areas; the Sixth Form Centre and Rooms 6 and 7 when used for independent study.

Staff

We believe that adults should be leading by example so we have amended procedures for staff. Staff mobile devices should be switched off and out of sight in lessons and when circulating around the school site. The only exception to this is if a teacher uses their mobile device in a teaching activity with their class.

Visitors

When signing in, if visitors have a mobile device they will be asked to switch it off and keep it out of sight between the hours of 8.00am and 3.35pm.

If parents/carers need to contact their child in an emergency, we ask that they call the school office.

Staff will enforce the new expectations by managing a **WE SEE IT, WE HEAR IT, YOU LOSE IT** strategy:

First sanction

A member of staff will confiscate a mobile device place it in a secure bag with a record card and take it to the HoH/Sixth Form office. An email / letter will be sent home and the student will collect their device at the end of the school day. Details will be recorded on SIMS and a behaviour mark will be awarded.

Second sanction

A member of staff will confiscate the mobile device as above and take it to the HoH/Sixth Form office. A letter/email will be sent home. The student will collect the mobile device at the end of the day but will be required to hand in their device to their HoH/Sixth Form office at the start of each day for four consecutive days. Details will be recorded on SIMS and a behaviour mark will be awarded.

Third sanction

A member of staff will confiscate the mobile device as above and take it to the HoH/Sixth Form office. Pastoral team will send a letter/email home inviting parents/carers in to collect the mobile device and discuss a way forward with HoH/Sixth Form Leadership Team. Details will be recorded on SIMS and a detention will be awarded.

Any students accessing social media and messaging services will be referred to their HoH / Sixth Form Leadership Team.