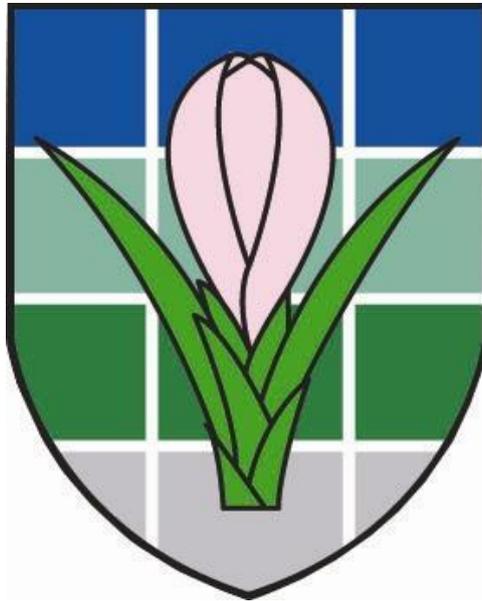


Saffron Walden County High School



Behaviour Policy

Adopted by Governors on 22nd November 2021

This policy should be read in conjunction with the school's Exclusions Policy and Drugs Policy.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

Aim

At SWCHS we believe that high expectations of our pupils and their behaviour is vital in allowing us to set the conditions necessary to ensure excellent academic achievement and progress. We also believe that these high expectations are the *decisive element* in supporting a safe and mutually respectful community within which our pupils can learn and our staff can work.

The SWCHS Behaviour Approach is built upon a foundation of clear routines, systems, and boundaries applied consistently across the school by staff at all levels. It is our assessment that this approach will work for the vast majority of our pupils and support a safe and happy community.

Whilst having very clear structures and systems to support robust behaviour management at SWCHS we also recognise that for some pupils, an element of nuanced judgement is required to ensure that we as a school do not alienate ourselves from those who often need the most support.

Code of Conduct

Our Community Code states our values regarding the behaviour we expect and underpins this behaviour and discipline policy. The Community Code is included as appendix 1.

Pastoral Care Provision

The school is organised into horizontal year groupings with each pupil being placed in a form group. A Year Achievement Co-ordinator (YAC) is responsible for each year group and has the help of a Deputy Year Achievement Co-ordinator (DYAC) and Student Support Officer (SSO) for years 7 -11. In years 12-13 each year group has a four-strong collegiate group under the Director of Sixth who is responsible for the management of the most senior years in the school.

Our pastoral provision also includes an extensive safeguarding, wellbeing, and support team and the pastoral structure is included as appendix 3.

As well as the pastoral structure outlined in appendix 3, another key element within the pastoral system is the Form Tutor. In outline, the Form Tutor will:

- Seek to promote a positive ethos within the form as a whole.
- Be responsible for the guidance procedures on offer.
- Act as an initial point of contact for parents and outside agencies.
- Facilitate effective communication between members of the form and other staff.
- Carry out all the necessary administrative tasks.

Moral, social and spiritual education is delivered through a combination of assemblies, PSHE subject delivery as a standalone timetabled subject, as well as occasional timetable collapses to enable external agencies to deliver key messages from a position of subject matter expertise.

Roles and Responsibilities

Parents

Parents are expected to sign our Home-School agreement each year which is included within your child's planner. This includes agreeing to support the school's behaviour policy. In regard to behaviour, parents are expected to:

- Support their child in adhering to the Code of Conduct and the school rules (appendix 2)
- Discuss incidents with their child and help them to understand what they might need to do differently in future and show support for the school's Code of Conduct and expectations of behaviour.
- Inform the school of any changes in circumstances that might affect their child's behaviour.
- Support the school when sanctions are applied and avoid questioning teachers' professional judgement. Where there is a concern regarding a sanction, we would expect parents to engage constructively with their child's year office in line with the SWCHS Communication Protocol.

Governors

The Governing Body is responsible for:

- Reviewing and approving this policy.
- Monitoring its effectiveness.
- Holding the Headteacher and Deputy Headteacher (Director of Student Achievement) to account for its implementation

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour (such as demonstrating aspects of our Community Code).
- Providing a personalised approach to meet the specific behaviour needs of pupils, including following specific advice from school leaders and the SENDCO.

Staff will use both **rewards** and **sanctions** as appropriate to encourage and develop good behaviour. The aim is always to encourage positively through appropriate rewards. However, sanctions will also be used as required. Where appropriate, the school will involve restorative justice as a means of modifying behaviour and building positive relationships between all members of the community. This, in most cases will be carried out in conjunction with a school sanction.

Recognising Achievement/ Progress (Years 7-11)

SWCHS firmly believes that giving rewards raises self-esteem, motivation, and has a positive impact on learning and that the vast majority of pupils respond well to this. This may take the form of an encouraging word or a positive comment - such practice is extremely important and helps to create a warm, supportive atmosphere in which pupils thrive; over and above this informal encouragement there are certain formal systems:

Achievement Points

Used by staff on a day-to-day basis. If a pupil achieves something noteworthy in a lesson or homework task, e.g. excellence, improvement, learning etc., they will be awarded an Achievement Point. Staff are encouraged to let the pupil know either verbally or by recording on the piece of work that one has been awarded. They must then record this on Go4Schools.

Pupils will receive a certificate (Years 7 & 8) or a postcard home (Years 9 – 11) for passing certain thresholds or a 'Fast Track' pass for themselves and a friend. Individual and Registration Group prizes are also awarded. Further information on the awards offered at SWCHS can be found in appendix 4.

Achievement Postcards

These will be awarded for:

- Outstanding achievement (work, effort, improvement) in a subject or a specific task or assessment
- Consistently good work over a half-term, awarded by the subject teacher or tutor.
- Very good value-added performance in progress checks or reports.

Postcards can be recorded and sent via Go4Schools. They will be addressed to the pupil.

Headteacher's Commendations

These are awarded termly to two pupils per teaching group on the basis that they have excelled in one way or other (e.g. attitude, improvement, attainment, research etc.) Certificates are presented by the Headteacher in an end of term assembly. These are also accessed through Go4Schools.

Awards Evening

The SWCHS Awards Evening is held at the start of each academic year to reward academic achievement and progress, as well as positive engagement with extra-curricular activities. Staff nominate pupils (generally two pupils per subject for each year group) at the end of the Summer term for this.

Progress Check follow up

Following each Progress Check, YACs, DYACs and Form Tutors will work together to ensure pupils are rewarded for positive performances. Strategies range from SLT/YAC conversations with pupils and parents, SLT/YAC letters home to pupils, and Form Tutor postcards home.

Sporting and Music Colours

These are awarded throughout the year to those pupils who have shown a sustained commitment in sport. They are awarded alongside the annual Sportsman and Sportswoman of the Year trophies and can be awarded for a variety of sports.

Jack Petchey Achievement Awards

Jack Petchey Achievement Awards are made for a range of achievements outside the classroom (roughly three per term). Potential winners are nominated using pro-formas held at reception by staff, pupils or parents and the winner is selected by a sub-committee of Pupil Voice. The winner receives a framed certificate, an invitation to a formal Awards Ceremony and £250 to invest in a school-based project of his or her choice.

Dealing with misbehaviour

Misbehaviour includes:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework or showing a poor attitude to learning.
- Not following the uniform rules.
- Eating/Drinking in corridors.
- Using foul language.
- Continued low-level compliance issues including but not exclusively; failing to bring in the correct equipment, signing the planner, and arriving late to school.

Serious misbehaviour includes:

- Repeated breaches of the Community Code or School Rules (appendix 2).
- Repeated disruption in lessons/not engaging with interventions put in place to support good classroom/learning behaviour.
- Defiance/refusal to follow instructions from staff.
- Any form of bullying (see separate anti-bullying policy/procedures).
- Racist, sexist, homophobic, transphobic, or any other discriminatory behaviour.
- Sexual harassment or assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism (including graffiti).
- Theft.
- Fighting.
- Smoking.
- Malicious allegations against a member of staff.
- Possession of any prohibited items. These are:
 - o Drugs (please see separate drugs policy).
 - o Knives or weapons.
 - o Alcohol.

Behaviour on journeys to and from school and on school trips will be dealt with in accordance with the school behaviour policy. Appropriate action will be taken by the school where the behaviour at other times clearly arises from the pupils being a member of the school community.

Sanctions for misbehaviour or serious misbehaviour

The school may use one or more of the following sanctions in response to misbehaviour or serious misbehaviour:

- Issue an Amber Warning on the SWCHS Responsibility Card.
- Verbal reprimand.
- Sending the pupil out of class for a short period.
- Isolation in class (e.g. requiring a pupil to work at the back of another class).
- Break/Lunchtime/after school detentions.
- Contacting parents.
- Reported to Area Co-ordinator/Year Achievement Co-ordinator.

- Being placed on a Form Tutor/YAC/DYAC/SSO/SLT report.
- Isolation from all lessons for a period of time in the Isolation Room.
- Behaviour contract.
- Pupil Support Contract (6th Form Only – see 6th Form Behaviour section).
- Fixed term exclusions.
- Managed move to another school.
- Positive referral to Children’s Support Services.

A **Meeting with members of the Governing Body** may be called to review a pupils’ conduct log in the case of:

- Persistent misbehaviour where a range of strategies undertaken by the school have been unsuccessful.
- The learning of others is seriously disrupted by a pupil’s behaviour.
- A pupil’s behaviour is having a significantly negative impact on the school community.

Permanent Exclusion (see separate policy)

This is covered in the Exclusions Policy

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

Confiscation

We will also confiscate any item which is harmful or detrimental to school discipline (including mobile phones). These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE’s latest guidance on searching, screening and confiscation.

Behaviour Management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil behaviour expectations and SWCHS Behaviour Approach.
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons.

- Establishing clear routines.
- Communicating expectations of behaviour.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Addressing low-level disruption.
- Using positive reinforcement.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Training

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Governing Body every two years. At each review, the policy will be approved by the Headteacher and Governing Body.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Drugs Policy
- Anti-bullying policy

Please continue to next page for the Sixth Form Behaviour Policy

SIXTH FORM BEHAVIOUR POLICY

The ethos of Saffron Walden County High School Sixth Form is to encourage the students to develop the attitudes and behaviours that will make SWCHS an effective, positive and collaborative place to work and to try to ensure pupils will be ready to move onto higher education or the work place and adapt to the future demands of very different environments. We aim to ensure that every member of the school community feels valued and respected, is treated fairly, and that all pupils are able to make progress on their chosen courses.

Students within the Sixth Form are considered young adults who should set a model of good behaviour for pupils in younger years. Sixth Formers are expected to be able to make informed choices about their conduct and engage fully with their academic studies.

Every member of the school community is expected to behave in a considerate way towards others, follow our Community Code and to behave responsibly in their learning; all pupils are expected to meet the lesson expectations laid out below.

All conditions below also apply to students undertaking any sort of out of school activity organised by the school.

We expect:

1. Sixth Form students to treat all members of the school community with respect, meeting the whole school behaviour expectations laid out in our Community Code (appendix 1).
2. Adherence to the specific expectations for Sixth Form as outlined in the induction booklet, given to students and on the web site, including dress code. (appendix 6)
3. Pupils to have an excellent attitude to their studies, showing the following behaviours for learning:
 - At least 95% attendance at all lessons (unless medical evidence is provided explaining the need for more prolonged absence).
 - Punctuality to registration and lessons.
 - Respect for staff workloads and their plans for pupils' progress by meeting all work deadlines.
 - Willingness to follow instructions in lessons and to engage with all tasks fully.
 - Commitment to independent study, including completing extended reading, revising for tests and internal exams and completing any other independent tasks set.

Serious breaches of behaviour, affecting the safety and well-being of others, will be dealt using one or more of the sanctions laid out in the whole school behaviour policy. This would usually include contact with parents, behaviour contracts and/or fixed term or permanent exclusion.

Failure to meet the learning expectations for sixth form pupils will trigger a number of intervention strategies being put in place by Subject Area, Tutors or Sixth Form Collegiate Team to support pupils to meet our expectations (including those around independent study). We will also provide advice to parents as to how they can support their child to meet the expectations. *See Pupil Support details included as Appendix 8.*

Permanent Exclusion of Sixth Formers

- Serious or persistent breaches of the whole school behaviour policy (see sections on misbehaviour) can lead to permanent exclusion (*Exclusions Policy*).
- Repeated failure to meet the Sixth Form Behaviour Policy and failure to respond to the Pupil Support Process can lead to **the removal of one or more subjects from a pupil or overall removal of a place in the sixth form.**

Appendix 1 – SWCHS Community Code

Our Whole School Community Code (shared in pupil planner). SWCHS is a secure, caring community. We encourage a sense of achievement, respect and responsibility in all.

At the heart of our Community Code is respect for yourself, others, property and our school.

Responsibilities

Respect for yourself

- Dress smartly and wear uniform correctly.
- Listen and reflect before taking a course of action.



Respect for others

- Consider those behind, in front and beside.
- Keep shows of affection for private time.
- Wait for the appropriate time to put our side of a story.
- Accept correction when you're at fault.
- Speak calmly and politely to others.
- Hold the door for others behind us.
- Carry and place bags carefully.



Respect for property

- Use resources responsibly.
- Respect and take care of both our own property and others'.
- Leave the toilets as we would wish to find them.



Respect for our school

- Act as a role model for others.
- Follow the one-way system.
- Put all litter in the bin and leave rooms clean and tidy.
- Keep all drinking and eating to the designated areas.



Rights

- Recognition of our contribution to the community, both as a member and as ambassadors.
- The making of informed decisions that benefit our future.

- Being respected as a member of our community.
- Being appreciated for what we have to offer.
- Recognition of our efforts.
- The right to a voice.
- Freedom from abuse.
- Support for each other.

- A school community we are proud of that is pleasant to be in.

- Education, ethos and facilities that offer maximum benefit.
- Freedom from vandalism and theft.
- Safety in the corridors.

Appendix 2 – School Rules (found in the school planner)

PERSONAL PROPERTY

All personal property should be clearly marked. Pupils should not bring valuable items into school.

MOBILE PHONES, IPODS, AIRPODS, SMART WATCHES OR SIMILAR

These should not be brought into school; if they are seen or heard on school premises they will be confiscated. They will be taken by staff to the main office for safekeeping.

If it is the **first** confiscation for that academic year, the item can be collected at the end of the day.

If it is **not the first** confiscation for that academic year, the item will be kept in school and will be returned at the end of the following day upon production of a letter from parents requesting return of the item.

In the case of repeat offenders, the YAC/DYAC may decide to put additional measures in place.

CONFISCATED ITEMS

Other items (e.g. clothing which is not part of school uniform) may be confiscated and held in the relevant Year/SLT Office by the member of staff concerned.

If it is the **first** confiscation for that academic year, the item can be collected at the end of the day.

If it is **not the first confiscation** for that academic year, the item will be kept in school and will be returned at the end of the following day upon production of a letter from parents requesting return of the item. In the case of repeat offenders, the YAC/DYAC may decide to put additional measures in place.

SCHOOL PROPERTY

A charge towards the cost of replacement of school property may be levied if it is judged that loss or damage has resulted in consequence of irresponsible or negligent behaviour.

UNIFORM

The wearing of the school's uniform is expected of pupils in Years 7-11 (inclusive). Obviously, there will be some degree of latitude with certain pupils when there are exceptional financial circumstances. YACs/DYACs will make clear to Form Tutors which pupils may be treated more sympathetically regarding uniform. However, the vast majority of our pupils should wear the correct uniform throughout school time.

The uniform expectations are clearly stated at the beginning of the year and pupils should adhere to them when they are travelling to and from school as well as when they are on site. At an appropriate time (usually the second half of the summer term) a decision will be made allowing pupils to discard blazers. However, no sweaters will be worn either.

- No obvious make up should be worn.
- Pupils are allowed to wear a watch and small earrings (one in each ear). These may be studs or small hoops not large enough to slide onto the little finger. Any watch with the capability of receiving texts or messages is not allowed.
- No other jewellery is allowed. Pupils may wear one charity wristband and/or one charity badge on their blazers.
- Kilts must not be rolled.

HAIR

Pupils may not dye their hair an UNNATURAL hair colour, and highlights/streaks, coloured braids and dip dyed ends are not allowed. Extreme hairstyles are not permitted. It is important that long

hair is well managed. No pupils may have their hair cut shorter than a barbers' number 2. Pupils breaking the hairstyle regulations can expect to be placed in Isolation.

These hairstyles are acceptable: braided extensions; weaves; Afros; cornrows; dreadlocks and twists. If you have any questions about hairstyles, please contact your child's YAC/DYAC/SSO.

MAKE UP AND NAIL VARNISH

If worn make-up should be discreet. Heavy eyebrows or false eyelashes are not permitted. Nail varnish, acrylic, gel or nail extensions should not be worn. Pupils wearing nail varnish or excessive make up will be asked to remove it.

JEWELLERY

Pupils are only allowed a watch and small earrings (one in each ear) either stud earrings or small hoops – a useful measure for hoops is that they should not be able to slide onto the little finger. Facial and body piercings are **not** allowed, this includes tongue piercings. Any other jewellery will be confiscated, put in a sealed envelope with the pupil's name, form and the date on the outside, and taken to the Main Office for safekeeping. If it is the first confiscation for that academic year, the item can be collected at the end of the day. If it is not the first confiscation for that academic year, the item will be kept in school and will be returned at the end of the following day upon production of a letter from parents requesting return of the item. In the case of repeat offenders, the YAC/DYAC may decide to put additional measures in place.

PERSONAL PROPERTY

ALL personal property should be clearly marked. Pupils should not bring valuable items into school.

PUNCTUALITY AND ABSENCE

All pupils should be ready to enter classrooms at 08:35am. When absent, a note or telephone call is necessary from a parent on the first day of absence. These arrangements help to get each session off to a smooth start and are a simple way of monitoring absence. Absence for an exceptional circumstance must be covered by a LEAVE OF ABSENCE FORM (found on the school website), obtainable in advance from the school office. All holiday leave will be recorded as unauthorised unless there are very exceptional circumstances.

SIGNING IN AND OUT

Any pupil who has cause to arrive after 08:40am or who has a valid reason for leaving during the course of the school day, must sign in or out at the reception desk.

ILLNESS IN SCHOOL

Pupils feeling ill in school should report to the school nurse in the medical room between 8.45am and 3.20pm.

At other times they should report to the main office. Whenever possible they should see the nurse at breaks and lunchtimes rather than during lessons.

EATING ARRANGEMENTS

There are three areas set aside for eating: the school dining hall, expressive arts studio and the picnic area. Outside these areas eating and drinking are not allowed.

CYCLES, MOTORBIKES AND CARS

There must be no cycling in the school grounds. Pupils must obtain permission from the School Business Manager to bring motorbikes or cars. A permit system is in operation.

SMOKING

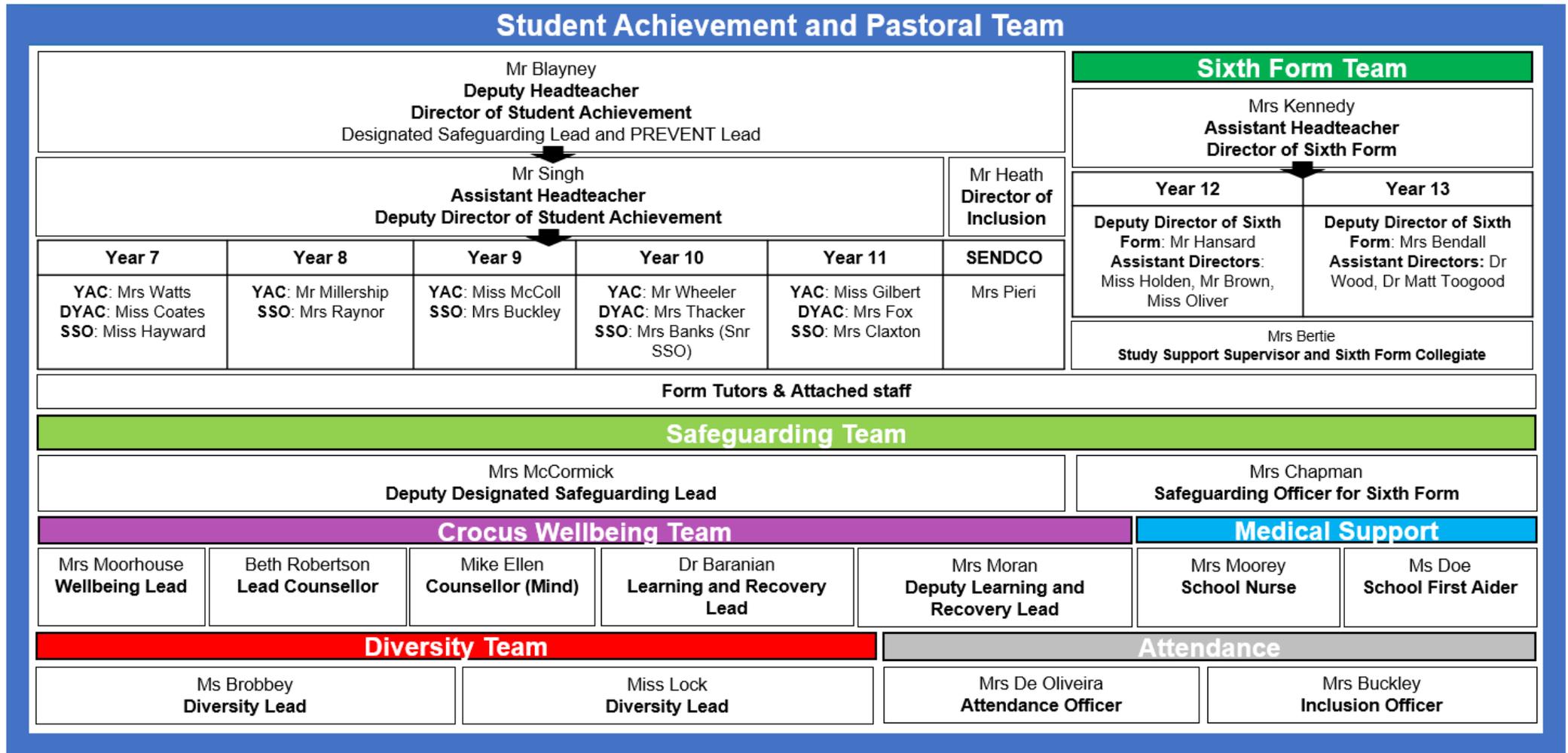
SWCHS is a no smoking site for all staff, pupils and visitors. **Smoking is expressly forbidden on the way to and from school.** Smoking materials will be confiscated and only returned if parents collect the items from the school. Sanctions will be put in place for pupils caught smoking and those

associating with smokers in line with the SWCHS Behaviour Approach and Policy. SWCHS classifies e-cigarettes, vape pens, and vaping paraphernalia in the same category as smoking materials.

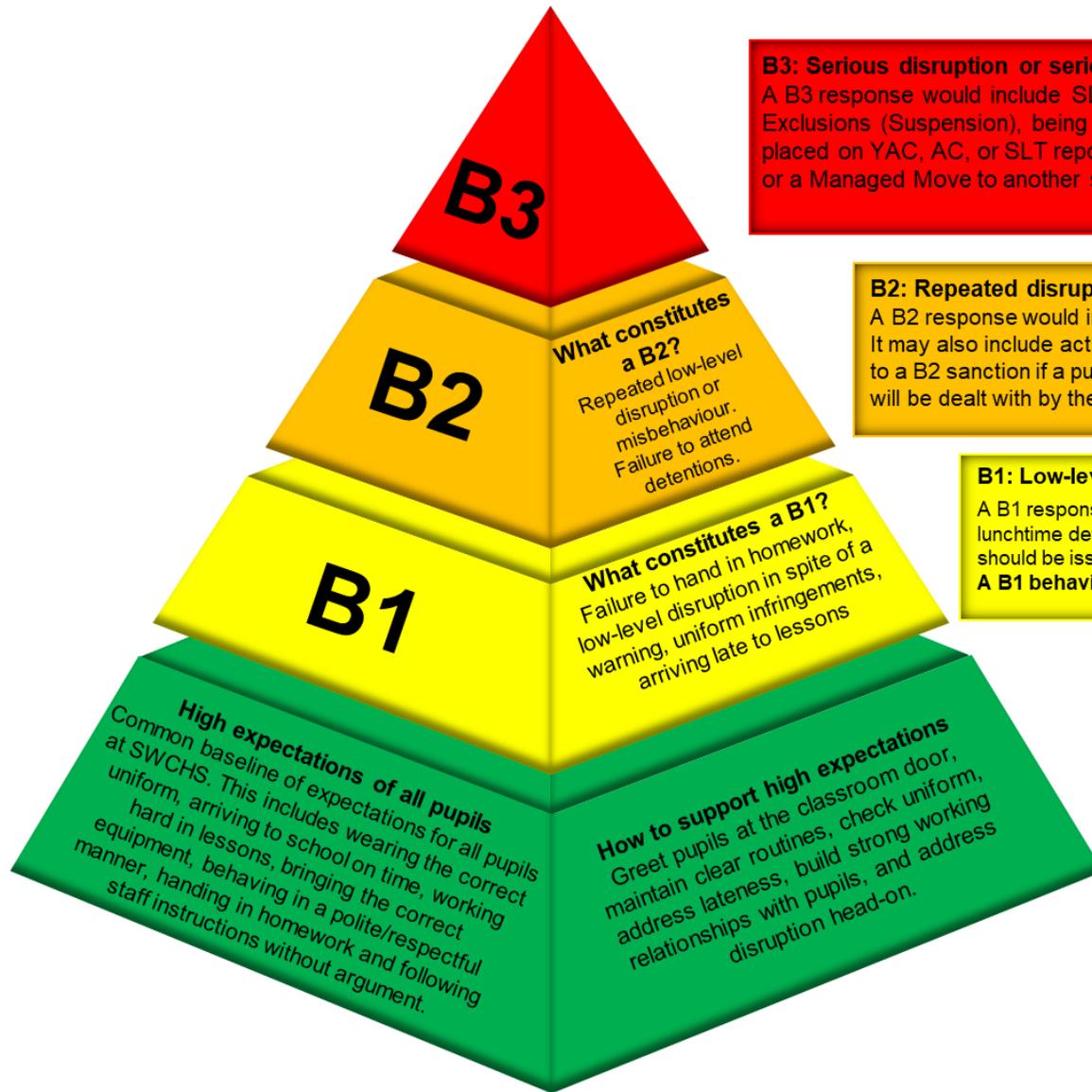
Appendix 3 – Pastoral Support Structure at SWCHS



Pastoral Structure at SWCHS



Appendix 4 – The SWCHS Behaviour Approach



B3: Serious disruption or serious misbehaviour
A B3 response would include SLT detention, Isolation from lessons in the Isolation base, Fixed-Term Exclusions (Suspension), being subject to a behaviour contract or Individual Behaviour Plan (IBP), being placed on YAC, AC, or SLT report. In the most serious of cases a B3 may result in Permanent Exclusion or a Managed Move to another school. **A B3 behaviour must be logged on Go4Schools.**

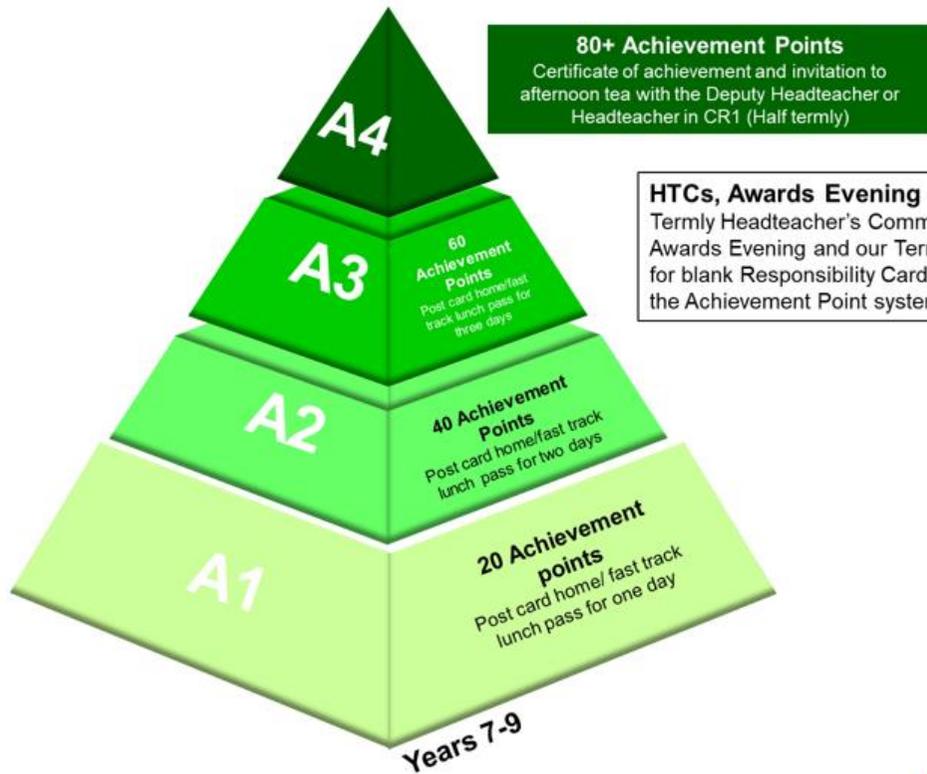
B2: Repeated disruption or misbehaviour
A B2 response would include actions such as an after-school detention, School detention or Pastoral detention. It may also include actions such as Subject or Form Tutor report. A B1 sanction can be immediately escalated to a B2 sanction if a pupil persists in disrupting a lesson or requires Area on-call. Incidents outside of lessons will be dealt with by the year office. **A B2 behaviour must be logged on Go4Schools.**

B1: Low-level disruption in lessons
A B1 response would include actions such as a lunchtime detention within a subject area. **One warning** should be issued before a child receives a B1 sanction. **A B1 behaviour must be logged on Go4Schools.**

B1: Low-level disruption outside of lessons
A B1 response outside of the classroom would include actions such as issuing an Amber Warning for any low-level infringements on the corridors or at break/lunchtimes. **This should be logged on the SWCHS Responsibility Card.**

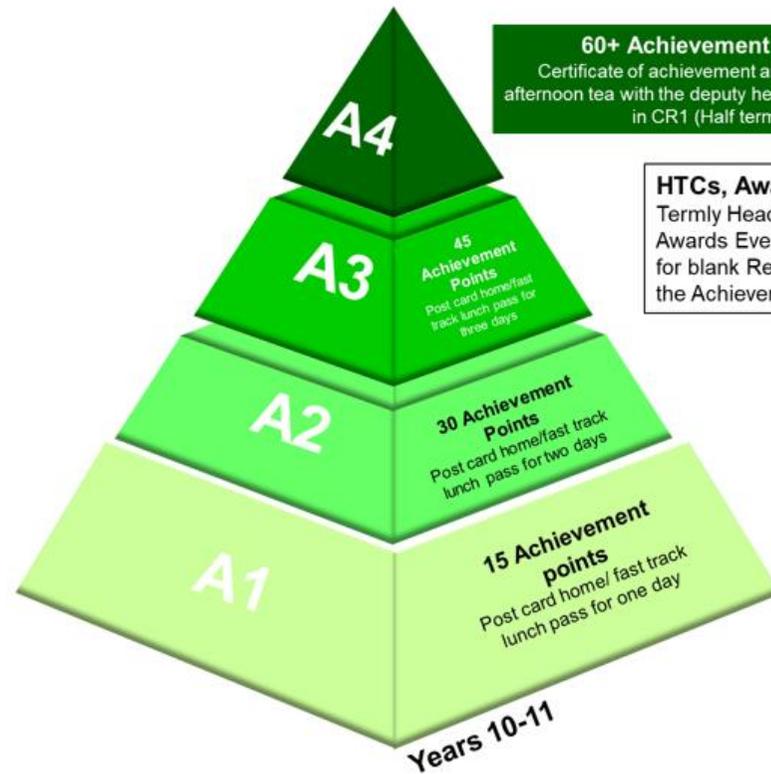
Appendix 5 – Achievement Points at SWCHS

Achievement Points



HTCs, Awards Evening and Amazon Vouchers
Termly Headteacher's Commendations, our Annual Awards Evening and our Termly Amazon Voucher prizes for blank Responsibility Cards will continue in addition to the Achievement Point system outlined here.

60+ Achievement Points
Certificate of achievement and invitation to afternoon tea with the deputy head or headteacher in CR1 (Half termly)



HTCs, Awards Evening and Amazon Vouchers
Termly Headteacher's Commendations, our Annual Awards Evening and our Termly Amazon Voucher prizes for blank Responsibility Cards will continue in addition to the Achievement Point system outlined here.



SAFFRON WALDEN
COUNTY HIGH SCHOOL

Appendix 6 - Expectations for Sixth Form *(this is taken from the joining documents given out to Sixth Formers)*

These expectations are shared with all pupils as a part of induction and are in the Sixth Form booklet (given to all pupils) and on the Sixth Form area of the website

Behaviour around the School

- Do not carry hot drinks from the Lower School Canteen to the Common Room, or anywhere else in the school. This is a Health and Safety issue.
- Do not eat or drink in the corridors or use mobiles or headphones outside S Block.
- Do not throw litter.
- The playing fields are out of bounds during lesson time.
- The school is a non-smoking site. Alcohol, illegal substances and offensive weapons must not be brought into school or onto the school site under any circumstances.
- It is never acceptable for pupils to come to school in an intoxicated state.
- Remember that the school is a public place and, as such, is subject to the laws of the land.

Dress Code

You should dress appropriately for a learning and working environment in an 11-18 school. Skimpy shorts and skirts, low necklines, transparent clothing or clothing that makes a statement, extreme hair colour/style are not acceptable. No beachwear/flip flops or crop tops. Head garments, other than for religious observance, are not allowed in school. Pupils not complying with the dress code will be warned, repeat offences will be sent home to change or placed in internal isolation until they are able to change.

Common Room

- This is your area in which to relax or work — Respect it and keep it clean.
- Music is allowed only during break and lunch.
- Balls, frisbees etc., are never allowed in the Common Room. The top field (behind the Pavilion) is available for these activities at break and lunch

Use of School ICT System

You have already signed a copy of the User Agreement for Electronic and Internet Use, which you are expected to abide by. In addition, please note that, as part of the school's Safeguarding Policy, software that monitors all activity on school computers is installed on the network. If the software finds anything that is deemed inappropriate, it will automatically copy that information and send it to your Tutor. Serious incidents of abuse on school systems will result in your account being disabled, and possible suspension. Please remember that the school's ICT systems are only for researching, creating and communicating information that is related to teaching and learning. Anything that is not related to your studies could, therefore, be considered inappropriate. As well as obscene or offensive material, any use of email for general chat with friends, accessing another pupils account, or the use of proxy sites to access banned websites, would also be considered inappropriate. IT system monitoring is necessary in order to comply with the school's duty of care to all its users and is standard practice in schools, universities and the workplace.

Illness

If you are not well enough to come into Sixth Form, you must notify us by sending an email before 08.40 to: 6formabsence@swchs.net with the reason for your absence. Your email should also be copied to your form tutor and all teachers whose lessons you will be missing. This must be repeated for each day of unplanned absence.

We strongly recommend that you add this email address, together with those of your subject teachers, to the address book of your private email straightaway, so that you have them handy when the need arises.

If emailing is not possible you can text your name, form, and brief reason for absence to: 07891 647526. Please note that this is a dedicated Sixth Form Absence text service only. Voicemail messages should not be left and will not be picked up. Any unauthorised absences must be accounted for. You will receive full details of our Absence Monitoring procedure in September.

- If you are late for a lesson, it is your responsibility to make sure that your teacher goes back into the register and changes it. A report of your attendance will be sent home for you and your parents' information periodically throughout the year.
- If a teacher is absent it is your responsibility to collect work.
- If you are ill during the school day you must get signed out by the school nurse or a member of the Sixth Form Collegiate.
- We never authorise holiday during term time.
- Poor attendance will be dealt with in accordance with Sixth Form policies.
- In some circumstances you may be required to pay exam fees.

Sanctions

Will be applied in line with Sixth Form and whole school policies and as deemed appropriate by the Headteacher. For specific information please refer to the pupil survival guide, attendance policy and study support system available on the web site or from jchapman@swchs.net

Appendix 7 – Bring Your Own Device (BYOD) Policy – Sixth Form ONLY

Purpose

For some time now pupils in the Sixth Form have been using their devices in school and connecting to the school network. The purpose of this policy is to clearly document our schools policy for BYOD in the Sixth Form and formalise the use of the school network by individuals.

Audience

All pupils that access the school's Wi-Fi networks and/or use electronic devices to complete school work or self-directed learning or recreational activities while in school.

Definition

BYOD, an acronym for Bring Your Own Device, refers to any pupil-owned electronic device used to complete coursework, classwork, and other work in the process of learning a curriculum subject in a given content area.

What You Can Use

A device is prohibited if it is or otherwise potentially hazardous to the health of users, staff, or pupils. This means laptops, Android phones, iPhones, iPads, Google Tablets, Windows Phones and other smartphones and tablets are approved if they allow you to complete your work without burdening school resources (see consequences) or the academic performance of your peers. Please note, you may only charge devices using approved chargers supplied by the manufacturer. No other alternatives can be permitted on the school premises.

When in Doubt, Ask

If you are unsure about whether a device is permitted in a lesson ask your teacher right away and ask if you're unsure about a resource, network, app, or any related device use. We want you to benefit academically from the use of your device without damaging your device or getting yourself in trouble. When in doubt, ask.

Viruses & Malware

Device security is the responsibility of the owner. Any device that threatens that security of your device, or the software and hardware around you, needs to be turned off and/or otherwise corrected.

Other Risks

Device theft, password security, damage from environment hazards and dropping and interference from nearby devices are your responsibility to prevent, recognise, and/or correct. SWCHS network support department is not responsible for maintaining or troubleshooting your devices. The school does not provide insurance for your device, you bring it on to school grounds at your own risk.

Connection

All pupils will use the provided SSID and password to gain access to the wireless network and the Internet. The school does not guarantee connectivity or the quality of the connection.

Digital Citizenship

One definition of digital citizenship is “the *self-monitored* habits that *sustain and improve* the digital communities *you enjoy or depend on*.” Keep this in mind every time you send a text, update a social media profile, share a selfie, or recommend a resource to a friend, at school or at home. Your digital actions and behaviour are not only permanent, but deeply impact those around you, even if it's not always immediately apparent how.

Think about how the use of your device might impact on a classroom environment. Approved devices must be in silent mode while in school unless otherwise allowed by a teacher. Headphones may be used only with a teacher's permission. You must not have your device out outside of the sixth form area including the front of school and school corridors.

Devices may not be used to cheat on classwork, coursework, or tests or for non-instructional purposes (such as making personal phone calls and text messaging). You may not use devices to record, transmit, or post photographic images or video of a person or persons in school during school hours or during school activities, unless otherwise explicitly allowed by a teacher.

Devices may only be used to access computer files on Internet sites which are relevant to the classroom curriculum (see *consequences*).

Training

Training is not provided for use of individual devices, apps, or platforms. One of the goals of BYOD is for you to use a device that you're comfortable with and accustomed to using under a variety of circumstances.

Bad Decisions

Any device used outside of the documented curriculum goals of a given classroom is prohibited, and in some cases punishable by law. Disrespectful communication, cyberbullying, spamming, sexting, copyright infringement, trolling, circumventing school filters or related device monitoring and other abuses of technology, will be documented, possibly leading to the loss of BYOD privileges, and enforcement by relevant law agencies.

This document does not replace the User Agreement for Electronic Equipment and Internet Use that your parents consented to, and signed on your behalf when you joined SWCHS. Please ensure you are familiar with the terms in the agreement. If you would like a copy, please contact Mrs Vanderpere-Brown.

Consequences

You have a choice to follow the above guidelines, or to not follow the above guidelines. You have the choice to make good decisions, or not, to find "holes" in our policy or not, and to demonstrate digital citizenship or not.

- Should you choose to misuse your device in a lesson environment, a teacher has the right to revoke your permission to use it in a classroom.
- Bandwidth is an important resource to all members of our school community and should be used for learning purposes only. Should you choose to abuse your access to the schools network connection, you will have your bandwidth restricted, or in extreme cases access to the network will be blocked for your device. For example, you should not be streaming media for non-academic purposes (YouTube, Netflix, Spotify).
- In the event of this happening any attempt to 'get round' restrictions (such as changing the MAC address on your device) will be considered a serious breach of trust that will require the involvement of the Director of Sixth Form.

Contact: Mrs Vanderpere-Brown, kvanderpere-brown@swchs.net

Publication of Policy

This policy will be posted publicly at the school, shared on the school website, and supplied on request.

Appendix 8 – Student Support Procedures (Sixth Form ONLY)

The SWCHS Sixth Form's expectations of pupils in terms of behaviour for learning are set out in the 'Behaviour for Learning Contract' and the induction booklets that were given to pupils at Induction and are available on the web site. The following procedures will be used in response to breaches of those expectations. Inevitably, each case will need to be considered individually and the responses will vary according to the particular circumstances.

However, a common understanding by staff, pupils and their parents/carers, of the process and of likely consequences should ensure fair treatment for pupils and support for staff in their dealings with pupils who are not meeting our expectations. An important aspect of the procedures is that, in addition to any formal action, they also set out the need to identify and provide appropriate support for pupils who find themselves in difficulty.

The procedures are both broad and simple and are primarily designed to support the pupil with improving their behaviour for learning and to support them to meet the Expectations for Sixth Formers, as laid out in the Sixth Form Behaviour Policy. **Serious breaches of behaviour and discipline will be dealt with in consultation with the Sixth Form Collegiate and may by-pass Pupil Support procedures.**

1. Student Support Stage 1

Examples of when a pupil would find themselves at this stage would include:

- Concerns about attendance and/or punctuality
- Concerns about behaviour for learning from across **a range** of subjects— arising from subject referrals on e-tutor e.g. failure to submit a key piece of work or repeated failure to complete homework
- As a consequence of progress checks or reports that have flagged poor behaviour for learning, showing expectations are not being met

The decision to place the pupil on Student Support 1 (SS1) is taken by the pupil's Tutor, and it is the Tutor's responsibility to monitor the pupil's progress.

This will include discussion with the pupil and the writing of an action plan. The pupil will be asked to sign into the folder in the Collegiate Office for every study period. This will form the first element of the action plan as it will support better independent study and support pupils to meet deadlines. The tutor is to ensure that a timetable is printed and placed in the folder. This is to be completed through the Pupil Liaison Officer. Once pupils have signed in they need to work independently for that period. This will usually be the Sixth Form Study Centre. The Tutor will inform teachers by putting the pupil onto study support via the School's e-tutor system.

The Tutor will monitor the 'signing in' and the action plan. This will normally last approximately four weeks.

Following an explicit discussion with the pupil regarding the consequences of failing to meet the terms of the contract, the Tutor will inform parents by letter/email/phone call and send a copy of the pupil's action plan home.

Outcomes

If there has been the required improvement, the process ends and the pupil is removed from study support on e-tutor by the Tutor.

If there has been some improvement but the issues are not yet fully resolved, the work with the tutor can be extended by one or more periods of four weeks. If appropriate, the action plan will be amended and a letter sent home.

If there has been no improvement and the pupil is clearly not responding to the support provided, the pupil is referred on to Pupil Support 2 and the Head of Year is involved.

2. Student Support Stage 2

At this stage, pupils enter into a more formal and serious stage of the process.

The decision to place the pupil on Student Support 2 (SS2) should not be taken lightly, and will be taken after consultation with the Head of Year.

Pupils can be placed on Stage 2 in the following circumstances:

- Failure to respond to Stage 1
- As a consequence of progress checks or reports that flag significant failure to meet the behaviour for learning expectations.
- Lesson attendance being significantly below expectations (unless there are medical grounds)
- As a consequence of a significant behavioural issue – e.g. a breach of the Electronic Equipment User Agreement

The Stage 2 process, which is dealt with by both the Tutor and the Head of Year, will be as follows:

- **A formal meeting** with pupil, parents/carers, Tutor and Head of Year will be convened by the Tutor where an action plan setting out the required improvements will be agreed. The action plan also serves as a written warning. The written warning will be issued to parents and the pupil. Parents will be made aware of where the pupil has failed to meet the terms of the contract/school behaviour policy.
- The tutor will need to ensure that the pupil will be given a new timetable which will indicate that every period now needs an attendance mark- the code SU will be used. This will be achieved by signing into the Pupil Support Stage 2 folder in the Collegiate Office. This will form the first element of the action plan. **Pupils will have to spend every study period in the Sixth Form Study Centre in a designated seating area.**
- The Tutor will inform teachers via the school's e-tutor system by amending the stage 1 level to stage 2. The Tutor and the Head of Year will monitor the situation over a four week period.

Outcomes

If, at the end of the four-week period, sufficient improvement has occurred the pupil is either moved back to Stage 1 or removed from the Support Procedure process altogether. This must be highlighted on e-tutor. Progress is then monitored in the usual way. A letter will be sent home confirming the outcome.

If there is some improvement, the Stage 2 process can be extended. A letter will be sent home confirming this.

If there has been no improvement, the pupil is referred to the Director of Sixth Form. In this case a letter is always sent home informing parents/carers.

3. Student Support Stage 3

At this stage concerns will be dealt with by Director of Sixth Form, the Head of Year and the Tutor.

The pupil will now be in a very serious position. They will be made aware that their position at the SWCHS Sixth Form is in jeopardy. Stage 3 may be brought about as the result of one of the following contexts:

- (a) On-going failure to meet the expectations laid out in the Sixth Form Behaviour Policy and shown by a failure to respond to interventions by their Tutor and Head of Year to bring about improvements as detailed at Stage 2 (e.g. continuing attendance issues, continued failure to meet deadlines, follow staff instructions in class, complete independent study such as revision.)
- (b) Further to (a), if a pupil has not revised/completed effective independent study and thus has failed an internal exam (U grade), they will be given the chance to retake that exam so they can show they can act on feedback and demonstrate they are now meeting the Independent Study expectations. Should a pupil not work hard to prepare for this mandatory retake and so achieve a second U

grade, the school is likely to decide it is not suitable for the pupil to progress with that particular subject into Y13.

- (c) Significant Behaviour Incidents. Very serious incidents or issues with behaviour can lead to a pupil being placed immediately on Stage 3. This might include a serious breach of the Electronic Equipment User Agreement such as improper activity on-line behaviour that has a detrimental impact on the school and its pupils, or brings the school into disrepute. Other examples of behaviour that might lead to a Stage 3 contract would be an incident of serious misbehaviour as outlined in the Whole School Behaviour Policy.

Context (a or b)

The pupil will be dealt with by the Director of Sixth Form or Head of Year. If it is confirmed that there has been persistent failure to respond to previous stages or a significant single incident of serious misbehaviour, a meeting will be called with parents/carers and the pupil will be given a final written warning.

Plans for an alternative curriculum may need to be established (such as replacing a subject with work experience).

At this stage, both the pupil and parents/carers will be aware that failure to make improvements will put the place on a course of study, or the place at the SWCHS Sixth Form, in jeopardy.

The Head of Year will monitor the situation and will inform subject teachers via the school's e-tutor system and/or email.

Outcomes

If, at the end of the four-week period, sufficient improvement has occurred the pupil is either moved back to Stage 2 or removed from the Support Procedure process altogether. This must be highlighted on e-tutor. Progress is then monitored in the usual way. A letter will be sent home confirming the outcome.

If there is some improvement, the Stage 3 process can be extended. A letter will be sent home confirming this.

If there is insufficient improvement, a recommendation of proposed action will be given by the Head of Year to the Director of Sixth Form.

The Director of Sixth Form will then consider whether to terminate the course of study or the place at SWCHS Sixth Form.

Context (c)

The pupil will be dealt with by the Director of Sixth Form who will instigate an investigation and inform parents. The investigation may include an interview with the pupil and/or parents and the police. A pupil may be asked to work off site while the investigation is completed.

At this stage, both the pupil and parents will be made aware that the place at the SWCHS Sixth Form is in jeopardy.

Outcomes

The Director of Sixth Form shall at the earliest opportunity inform the pupil and parents/carers of the result of the investigation.

If the result of the investigation clears the pupil there will be no further action. Otherwise, there may be a Fixed Term or Permanent Exclusion.

See points 4 and 5 below.

4. Use of a Fixed Term Exclusion

The Headteacher has the power to suspend a pupil for serious breach of discipline. A member of the Sixth Form Collegiate will be responsible for liaising with the suspended pupil and parents/carers. (See Exclusions Policy)

5. Permanent Exclusion

The power to permanently exclude a pupil lies with the Headteacher. The Governors will be called upon to review that decision. There is then the right to an independent appeal.

When a pupil is excluded, the senior member of Sixth Form staff should make sure the pupil is notified immediately, ideally in person. This should be followed by a letter. A copy of the letter should be sent to anyone with parental responsibility for the pupil. Exclusion normally begins immediately.