



Poole High School

Behaviour for Learning Policy

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1: Vision and Values

Consistent with our core principles supporting our mission, our community should value Character, Passion, and Ambition.

Our aspiration is for all students to achieve high academic success through inspirational teaching, to secure successful futures, and to be empowered to make a valuable contribution to society. Such a vision can only be achieved when staff, students and parents are wholeheartedly committed to our principles and practices. The school has a House system that not only creates a sense of belonging but also collectively celebrates student achievements across year groups. All students have the opportunity to represent their house across the academic year. This policy should be read in conjunction with other Trust Strategy Documents and policies. It should also be borne in mind that it is intended to support a formative view of education – all people make mistakes and can learn from them. Students develop into people of character through the positive relationships and ethos we nurture as a learning community. At the heart of this formative process are the assumptions that moral development or personal growth only happens when there is:

1. an **acknowledgement** of what has gone wrong;
2. a renewed and explicit **commitment to change** one's approach.

This policy is written with the understanding that, despite the positive spirit and relentlessly encouraging ethos in the school, these two assumptions cannot be taken for granted. This policy therefore attempts to outline a fair and systematic approach to ensure expectations and routines are expressed and applied in ways that support our legal and moral obligations as a learning community. The application and interpretation of this policy lies with the school.

The school will address any behaviour that compromises learning or safety, adversely affects any member of our school community, or brings the name of the school into disrepute. The types of behaviour that constitute a breach of our expectations are too numerous to define, but can range from low-level disruption to more serious 'one-off' incidents. We believe that all young people are capable of good behaviour and expect the support of parents and carers in ensuring that all students follow our behaviour expectations and develop as considerate, respectful, hardworking individuals.

All school rules apply both before and after school when a student is in school uniform, on school trips or any school-organised activity, on the way to and from school, or in any other way identifiable as a student at the school. The policy also applies to behaviour that takes place beyond these time frames but may lead to disruption to the orderly running of the school, pose a threat or harm to another student or member of the public, or compromise the reputation of the school.

2: Rewards and Support

At Poole High School, we believe that recognising and celebrating student success is fundamental to fostering a positive, aspirational culture. Our rewards systems are designed to value both consistent effort and individual moments of excellence. The 100 Score celebrates students who demonstrate sustained commitment to attendance, behaviour, learning, and homework, reinforcing the importance of everyday excellence. Alongside this, our House Points acknowledge spontaneous achievements and contributions to our school community, develop leadership skills, and feed into the spirit of healthy competition through the House Cup.

We understand that while external recognition is motivating, intrinsic motivation is the foundation of lifelong success. Our curriculum and pastoral approach actively promote personal development, encouraging students to take pride in their growth and achievements. Through our reward systems, we aim to nurture confident, kind, reflective learners who value both their own progress and others' contributions.

House points

Students receive House points that recognise their commitment to the school values of character, passion and ambition through excellent attendance, positive behaviour, high-quality homework, strong learning habits, and leadership contributions.

The House points are recorded electronically and can be viewed by the student, parent and members of staff to monitor student achievement. Students collect certificates and pin badges to show their progress in each category. House points are also recorded on Arbor and are counted towards the House Cup.

100 Score

Our 100 Score is calculated each half term and shared with students for their progress. It is calculated on the following categories:

- Attitude towards learning
- Homework
- Behaviour
- Attendance

Students are rewarded through a wide range of initiatives, including certificates, letters home, reward trips, reward assemblies, reward events and celebration evening.

Support

There are a number of support and interventions used within the school, ensuring that an appropriate strategy is used to resolve the concerns or issues. We follow our internal stages system, in which actions are appropriate to the stage of concern the student is at.

Possible Actions include:

- Report to a member of staff with increasing seniority
- Behaviour support plan
- Behaviour contract
- Meeting with parents/carers
- Pastoral strategy meeting
- CEIAG support
- Intervention programme
- Refer to external agency
- Governor meeting
- Key adult support
- Community police intervention

Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the available range of external support.

3: General Rules

Punctuality

School starts at 8.25; students must be in their tutor room, ready to begin the day, by this time. Arrival after the 8.25 bell is recorded as 'late'. Arrival to school after this time will incur a sanction on the second occasion.

Lateness after the registration period will be recorded as an 'unauthorised absence' and may lead to legal attendance procedures, including fines.

Students must arrive promptly to lessons. Late arrival to lessons will result in a sanction.

Respecting others and the environment

The following school rules are in place to respect others and our environment. Appropriate and consistent sanctions will be set where rules are broken:

- follow instructions from members of staff immediately
- speak politely and respectfully to others – show kindness
- answer in a full sentence when addressed by staff
- follow all health and safety instructions
- do not drop litter
- do not bring chewing gum onto the site
- no swearing – speak respectfully at all times. Address staff as 'Sir' or 'Miss' as appropriate
- respect property, plants and animals on the site
- food and drink are not to be consumed when moving around the site or at all in the school corridors and in certain classrooms such as computer suites or science labs.
- Bluetooth- or Wi-Fi-enabled watches, headphones, speakers and other electronic devices are not to be brought onto the school site.
- Bikes, scooters and skateboards must not be ridden on the school site beyond the blue gates. Electric scooters (and similar modes of transport) are not permitted on the school site.

The school will take no responsibility for the loss/theft/damage of personal items.

Offsite events and activities

Students who demonstrate a consistent level of responsibility and maturity will be considered for access to events and activities. The school reserves the right to withdraw the offer of a place on a trip if a student's behaviour record raises concerns that rules may not be followed, posing a risk to others and themselves.

Uniform

Uniform requirements are specified in the Standards and Expectations document found in the student planner and on the school website. All students are expected to be smartly dressed in full school uniform at all times on the school site, whilst travelling to and from school, and for off-site school activities, as directed.

4: Unacceptable Behaviours

The following behaviours can lead to a sanction. We have highlighted in bold those more likely to lead to a permanent exclusion:

- all forms of bullying
- taking photographs or videos of others without consent
- smoking or bringing smoking paraphernalia (including Vapes) onto the school site
- selling or offering drugs* to others;
- taking drugs on site or being under the influence;
- using or threatening to use serious violence against a student, member of staff or member of the community;
- carrying out sexual abuse or assault;
- persistently breaking school rules including persistent defiance and disruptive behaviour;
- refusing to cooperate with staff;
- in the event that a pupil behaves towards a member of staff in a way that they consider to be assault.*
- breaking a previous contract of reintegration following fixed-term suspension;
- bringing a banned item onto the school site

Banned items are:

- knives, sharp implements, blades, guns or any implement that could be deemed a weapon or could be used to inflict injury;
- drugs*, alcohol, solvents, aerosols or smoking paraphernalia (including Vapes);
- smartphones or non-smartphones that do not meet the criteria in the policy;
- balaclavas;
- pornography or YPSI;
- fireworks;
- any material that promotes or relates to radicalisation or hate crimes;
- stolen property of any sort;
- any other item that meets the criteria within the DfE guidance Behaviour and Discipline in Schools 2016 at the Headteacher's discretion
- **any other action that meets the criteria within the DfE guidance Behaviour in Schools 2022 at the Headteacher's discretion**

**A drug is a substance that affects the way in which the body functions physically, mentally or emotionally. For the purposes of this policy, this definition includes illegal substances*

and also legal substances such as: alcohol, tobacco, volatile substances, 'over the counter' and prescription medicines.

**Assault can be defined as simple assault: intentionally or recklessly causing physical harm to another person or creating a reasonable apprehension of harm*

**Common assault - when a person inflicts violence on someone else or makes them think they are going to be attacked. It does not have to involve physical violence. Threatening words or a raised fist is enough for the crime to have been committed, provided the victim thinks that they are about to be attacked.*

**Bullying = 'When a person or group of people repeatedly harm another person or group on purpose. The relationship involves an imbalance of power, and it can be physical, verbal or psychological. It can happen face to face or online'*

5: Malicious allegations against staff

Where an allegation by a student or group of students against a member of school staff is considered malicious, the matter will be regarded with the utmost seriousness and could lead to suspension and even criminal proceedings. The decision on how to proceed should be handled sensitively and in accordance with the circumstances, balancing the potentially conflicting demands of a safeguarding culture with the duty of care to all members of the school community. To ensure genuine allegations are not discouraged, the student found to have made a malicious accusation should be offered confidentiality and may (depending on the circumstances):

- receive counselling to help identify the reasons behind the allegation
- be internally or externally suspended, or receive other appropriate sanctions which could include permanent exclusion
- possibly face criminal proceedings where a malicious accusation against a member of staff has been proven

This approach aligns with current government guidance set out in Ensuring Good Behaviour in Schools: Guidance for Governing Bodies, Headteachers, School Staff and Employers. This includes creating or posting an image or video that degrades a staff member. Pastoral care will be offered to staff accused of misconduct.

6: Sanctions

Sanctions

Good behaviour is encouraged through high expectations and rewards. Where necessary, sanctions are clear and applied consistently and fairly. Our sanctions can include:

- a verbal reprimand
- extra work or repeating unsatisfactory work until the required standard is met
- the setting of written tasks
- loss of privileges e.g. school event or trip
- detentions at break or lunch-time
- detentions outside the school day
- school-based community service e.g. litter picking, graffiti removal
- reporting to a member of staff, including before the school day starts or after it finishes
- internal suspension
- off-site direction to another local school or a school within the Multi Academy Trust
- external suspension

Poole High School Behaviour System

Stage 1 - Warning 1

- The teacher issues a first warning to the student.
- A behaviour point is recorded on Arbor to note the behaviour incident.
- This serves as an opportunity for the student to correct their behaviour and re-engage positively with the lesson.

Stage 2 - Removal from class

- If the behaviour continues, a second warning is given.
- The student is removed from the classroom and placed in the **Compass** for the remainder of the lesson.
- A same-day detention is issued to address and reflect on the incident.
- A period 5 on-call results in the detention being issued for the next day.

Detentions

Detentions can be set any day outside normal school hours, including:

- an hour before the school day starts
- 1.5 hours after the school day ends
- weekends
- non-teaching days

Parental consent is not required for detention, but the school informs parents of detentions to work in partnership with parents to support students in correcting their behaviour. Communication is via the student planner and via text message for same-day behaviour detentions. Homework detentions are set on Monday, Wednesday, and Friday, and communication about these is via a yellow sticker in the student planner. All detentions will also show on the students Arbor.

Detention Escalation Policy

Students assigned a same-day detention are expected to attend promptly. Failure to attend will result in the detention escalating to a two-hour session the following evening.

Suspensions and Exclusions

For detailed guidance on procedures for student suspensions and permanent exclusions, please refer to the Twynham Learning Trust Suspensions and Permanent Exclusion Policy, available on the school website.

Permanent exclusion will be considered if a student is responsible for a serious breach or persistent breaches of this policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to permanently exclude must always be lawful, rational, reasonable, fair and proportionate. The decision to permanently exclude rests with the Headteacher, but can be delegated to the Deputy Headteacher. The appeal process for a permanent exclusion is always outlined in the letter sent to parents.

A student will be permanently excluded if alternative behaviour strategies have failed to produce resolution and/or reconciliation and:

- they continue to pose a threat to the safety or well-being of another student or member of staff; or
- there is a reasonably high probability of continued disruption to learning; or
- there is a threat to the good order of the school.

Suspensions may also be resorted to for single breaches of this policy. As the possible illustrations of this are infinite, the Headteacher's discretion will be aligned with the DfE guidance, School suspensions and permanent exclusions 2022 and any subsequent guidance. This would apply in the probable event that a new 'fad' emerges which requires clear guidance and possible prohibition.

7: Monitoring and Evaluation

Our policy will be continually monitored and reviewed, and revised as necessary.

Monitoring will be led by the Headteacher, Deputy Headteacher and Director of Behaviour and supported by the Year Leaders in the following ways:

- The Director of Behaviour will provide Senior Leaders and Year Leaders with regular data on behaviour points and events
- The Director of Behaviour will meet regularly with individual Year Leaders to analyse data and ensure consistency of approach.

The staff, in consultation with the Headteacher, will undertake systematic monitoring and conduct regular reviews and evaluation of this policy and procedures to ensure that the operation is effective, fair and consistent. The Headteacher will keep the LAB informed.

The LAB Members will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness.