

PLYMSTOCK SCHOOL

CULTURE AND EXPECTATIONS POLICY 2023/2024

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Our Ambition

The core purpose of Plymstock School is to empower young people, through education, to have the knowledge and skills they need to succeed in life and make a positive contribution to society.

Our Vision

Achieving Excellence through Curriculum and Culture.

Our Values

Be Kind - We value and respect every person equally; always treating others with courtesy and consideration and displaying empathy, tolerance and kindness in all that we do.

Work Hard - We demonstrate a commitment to our school and wider community, making the most of opportunities available and are dedicated and willing to apply great effort to achieve our very best.

Aim High - We act with courage and value integrity above all. We have high ambition of ourselves and others, demonstrating determination, resilience and grit in the face of opportunity and challenge. We never give up!

Purpose

The consistent aims of our behaviour policy remain:

- To eliminate any disruptive behaviour, enabling all students to focus on their work and ensure that no learning time is wasted.
- To provide clear expectations for staff and students about acceptable behaviour and the outcomes where behaviour is not acceptable.
- To encourage all members of the school community to be treated with respect.
- To encourage students to be responsible for their own actions.
- To enable teachers to deliver lessons that inspire, engage, challenge and support students, ensuring they are free from any disruptions.
- To ensure that students have positive and respectful behaviour around the school environment and wider community.

Our "Culture and Expectations" at the school underpin our key focus of providing high quality teaching and learning in the classroom and embedding a positive school community culture. Our Standards and Expectations support our CORE approach

CORE is the school approach that supports our “Culture and Expectations”. It is based upon four areas that we believe support the high expectations we strive for within our school community.

- **Conduct**
- **Organisation**
- **Respect**
- **Effort**

This policy comprises of the following key sections:

- Recognition and Praise
- Expectations
- Outcomes
- Home School Agreement
- Support strategies

This policy should be read in conjunction with other school and Westcountry Trust (WeST) policies.

Recognition and Praise

Principles

The school recognises students’ work, effort, behaviour and contribution to the life of the school and the community as a way of reinforcing our expectations.

Processes of Praise

Recognition of students meeting our ‘Expectations’ in line with our CORE approach begins with an informal approach, for example, words of praise, interest in student’s work and ideas, and supportive comments when reviewing students’ work.

We use positive points using the Class Charts system for the areas of CORE as well as positive contribution through our school values, ‘Be kind, Work Hard, Aim High’.

Further School Acknowledgement of Achievement

Commendations

Certificates and praise post cards will be awarded half termly and termly and at assessment points to individuals.

The school sends out letters of congratulations to students who have had particularly noteworthy successes.

Celebration Events

We enjoy several celebration events, in respective year groups where students’ successes are recognised and celebrated.

Expectations

Expectations can be considered under two categories:

1. Classroom
2. Out of class

Classroom

To enable every student to have the opportunity to learn and for the teacher to be able to deliver high quality curriculum, students are expected to meet the expectations that link to our **CORE** approach.

Conduct:	Be safe, follow staff instructions without delay,
Organisation:	Be on time, wear the uniform correctly, having all the Essential 8 equipment needed to engage with learning
Respect:	Be kind, respect others and the environment
Effort:	Be your best self, work hard

Outcomes

These are in place to support where our CORE expectations are not met. The purpose is to ensure that students understand that there are outcomes for their actions and choices and to ensure our school community is a place where everyone can feel safe and can access their education entitlement. Incidents vary from low, medium to significant behaviours and the outcomes reflect this.

Taking account of individual student needs

The school recognises its legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting students with special educational needs (SEN). As a school, we are keen to ensure that we do not discriminate through the application of our Culture and Expectations policy, against students whose apparent inappropriate behaviour may be a function of their SEND, racial and/or cultural background.

Therefore, when intervening with apparent inappropriate or unacceptable behaviour all staff must accept that there will be circumstances in which some students may have some form of 'reasonable adjustments' applied from others and are expected to take account of those individual student needs when applying outcomes.

Warning

This is used initially when the expectation/s in the classroom or out of class are not met.

Reset

The room is to provide those students who have not met the **Classroom Expectations** and specific **Out of Class Expectations**, not following staff instructions during social times having been given a warning and entering a toilet cubicle with another student/s which is a safeguarding concern, with an opportunity to reflect and 'Reset' to enable them to return to their lessons at a later point to continue their learning.

This room will also be an opportunity to ensure that low level disruption does not affect the learning of others in the classroom.

Students will remain in the room for a minimum of two lessons and break. Failure to meet the expectations in the Reset room will mean that the outcome could escalate.

Detention

The school uses detention as an outcome.

Parental consent is not required for break detentions.

The school will ensure that reasonable time is given for the student to eat, drink and use the toilet.

Break Detentions

Break detentions are used to support the correction of the behaviour of students who have not met the 'Out of Class' expectations. Break detentions may be issued on the same day but will be set the next day where possible.

Internal Reflection

Students are referred to Internal Reflection for more significant behaviours. Internal Reflection is an area, supervised by specific staff. Students will remain in the room for five lessons and two breaks. Failure to meet the expectations in the Internal Reflection room will mean that the outcome will escalate.

Students will be expected to complete work that aligns to their curriculum during this time. A period of 'reflection' will take place at a suitable time during their time in the room with the support of a member of staff. Parents/carers will receive communication regarding this outcome and it will be recorded via Class Charts.

External Reflection

As part of the WeST strategy, we are using Internal Reflection within other schools within our MAT, which we refer to as External Reflection. This is as an alternative to a suspension. This means that students are allocated a day of External Reflection in one of the MAT schools. This will allow the student to still complete work in a supervised learning environment. Transport will be provided if appropriate.

Suspensions

- Suspensions are the most serious outcome the school can apply.
- In a minority of cases, individual students may continue to demonstrate behaviours which do not meet the standards and expectations of the school and may damage the learning and progress of other students or the well-being of other students or staff.
- In these cases, and in the case of "one-off" serious incidents of unacceptable behaviour, the school will use the higher-level outcome of suspensions to students.
- Suspensions are the responsibility of the Headteacher but may be delegated to any of the Deputy Headteachers.

In the case of a Fixed Term suspension, parents/carers will be informed as soon as possible following the incident and a letter will be sent home. The student, and their parents/carers are expected to attend a reintegration meeting following the suspension. At these meetings strategies to support the student will be discussed. The School strongly recommends the student attends this before returning to their lessons.

Reintegration meetings

There should always be a Reintegration meeting when a student returns from a suspension to support the student's return to school. At this meeting, it is important to explore, discuss and agree at how the student, parent/carer and school can work together to avoid a reoccurrence of the behaviour that led to their suspension.

More serious misbehaviours are 'significant behaviours' in a school environment and include:

Use or threat of use of an offensive weapon or prohibited item (OW) Includes Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Use of an offensive weapon	Verbal abuse / threatening behaviour against adult (VA) Includes Threatened violence Aggressive behaviour Swearing Verbal intimidation
Abuse against sexual orientation and gender identity (LG) Includes Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment Swearing that can be attributed to LGBT+ characteristics	Bullying (BU) Includes Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
Abuse relating to disability (DS) Includes Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment	Racist abuse (RA) Includes Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti
Inappropriate use of social media or online technology (MT) Includes Sharing of inappropriate images (of adult or pupil) Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media	Sexual misconduct (SM) Includes Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
Wilful and repeated transgression of protective measures in place to protect public health (PH) Includes Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.	Drug and alcohol related (DA) Includes Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse
Physical assault against pupil (PP) Includes Fighting Violent behaviour Wounding Obstruction and jostling	Damage to property (DM) Includes Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti
Physical assault against adult (PA) Includes Violent behaviour Wounding Obstruction and jostling	Theft (TH) Includes Stealing school property Stealing personal property (pupil or adult) Stealing from local shops on a school outing Selling and dealing in stolen property
Verbal abuse / threatening behaviour against pupil (VP) Includes Threatened violence Aggressive behaviour Swearing Verbal intimidation	Persistent or general disruptive behaviour (DB) Includes Challenging behaviour Disobedience Persistent violation of school rules Raising of fire alarms falsely

This list is not exhaustive, and each incident will be considered to put into place an appropriate course of action.

Permanent Exclusion

The decision to permanently exclude a student is a serious one. The decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the School's Culture and Expectations 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.

The decision to permanently exclude will usually but not exclusively be the final step in a process for dealing with disciplinary incidents following a range of supportive strategies.

There may be exceptional circumstances where in the Head Teacher's judgement, a student can be permanently excluded for committing a single, serious one-off offence, even if they have no previous history of breaching the school's Culture and Expectations Policy.

Examples that could lead to Permanent Exclusion are:

One-off offences include:

- Serious physical assaults.
- Actual or threatened violence against another student or member of staff;
- Sexual violence, harassment or assault.
- Bringing potentially dangerous weapons into the school, threatening to use them or using them. This is against the law, is extremely dangerous.
- Bringing illegal substances (e.g., drugs and other substances) onto the school site with intent to use/supply to others/'dealing'.
- Attempted or actual arson.
- **This list is not exhaustive.**

Occasionally a student who has received a number of suspensions may be brought before the HAB' Disciplinary Committee for a warning or a final warning to indicate that they are heading towards a permanent exclusion.

Students who are recommended for permanent exclusion need to attend a HAB' Disciplinary Committee. This consists of three governors who will consider the reasons leading to the exclusions and the role of the school. The committee will decide whether or not to uphold the permanent exclusion.

The School will consider police involvement for any of the above offences. This list is not exhaustive but indicates the severity of such offences and the fact that such behaviour seriously affects the discipline, safety and wellbeing of the school.

Parents/carers will be informed, should a Permanent Exclusion be appropriate and information with guidelines for parents/carers will be issued with the initial letter informing parents/carers of the Permanent Exclusion.

Please refer to the WeST Exclusion policy for further information. [WEST Exclusion policy](#)

Students' Conduct off Site

Students can be suspended or permanently excluded for behaviour outside school, commonly this will include behaviour on school trips, behaviour when in uniform, on the way to and from school (including school buses and public transport), and behaviour which may bring the school into disrepute.

Students will be expected to adhere to the out of class expectations when:

- Taking part in any school organised or related activity;
- travelling to or from school (including school buses and public transport);
- wearing school uniform;
- in some way identifiable as a student of the school;

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public;
- could adversely affect the reputation of the school.

Abuse or intimidation of staff outside school

- Plymstock School will not tolerate abuse or intimidation of staff by pupils or parents/carers when not on the school site, and when the pupil is not under the lawful control or charge of a member of staff of the school.
- Staff are made aware that:
 - They have the same rights of protection from threat as any citizen in a public place;
 - They should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour;
 - Their first concern must be for their own personal safety;
 - They should make clear that the pupil has been recognised, even if in a group of young people;
 - They should then use their judgement about how to leave the situation without provoking further confrontation;
 - Staff who feel that they have been subject to abuse or intimidation by pupils outside of school should refer the issue in the first instance to a senior member of staff;
 - The school will apply an outcome following the behaviour policy as appropriate, at a suitable time when the pupil is in school.

Incidents relating to Racial, Homophobic, Sexual Harassment, Peer-on-Peer Abuse or a Protected Characteristic:

We do not tolerate this type of behaviour. In dealing with alleged discriminatory behaviour we will also consider:

- The age and developmental stage of the alleged perpetrator(s);
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

As a school we are prepared to act, no matter how small the incident may be. Staff will act immediately to shut down incidents of inappropriate language or behaviour and will follow up any incidents with appropriate action. 'Calling out' this behaviour as it happens in school is the most effective way of teaching young people that it 'Isn't OK'.

Support Mechanisms

Monitoring processes

If a student is identified as having a collation of negative points for conduct, punctuality, organisation, or Reset Room visits or Break Detentions, then a monitoring programme would be considered.

The Class Charts system will be used to identify these trends. These trends may lead to any of the following;

- An interim report, requesting information from all the student's teachers,
- A lesson by lesson monitoring log for, attendance, punctuality, conduct, effort.

Behaviour or Pastoral Support Programme

If a student is at risk of Permanent Exclusion, a meeting will be called to discuss their future at the school. Parents/carers are invited to these meetings along with the student, the relevant members of staff from; Head of Year, Assistant Head of Year, the Inclusion Lead, Designated Safeguarding Lead and a Senior member of staff where deemed necessary. In some instances the Education Welfare Officer and representatives from external agencies may be present.

The Behaviour or Pastoral Support programme is agreed detailing future actions, targets and expected responsibilities. A review process will take place where appropriate and agreed, for example after **four, eight and twelve** weeks.

External agencies

The school will seek support via external agencies to work with identified students with the aim of addressing the main concerns that are causing the student to not meet the school expectations and not make the progress they are capable of due to this.

Adaptive Educational Provision

The school is very proud of its links with other educational establishments and vocational work placements. A flexible schooling programme can be put into place should it be deemed appropriate following meetings with senior staff at the school.

Home School Agreement

These are the agreements between the parent/carer, student and the school. The Home School agreement is an important part of our school approach to establish a genuine commitment between the school, parents/carer and students. The agreement is to clarify the Expectations that the school has of our students, parents/carers to enable ALL students to be a positive member of our school community and, in doing so, contribute towards a safe, responsible, respectful and effective learning environment.

Searching, Screening and Confiscation

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for (this includes members of the Senior Leadership Team, Heads of Year, assistant Heads of Year and the Safeguarding Team)

The list of prohibited items are:

- knives and weapons;
- alcohol;

- illegal drugs;
 - stolen items;
 - any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or • to cause personal injury to, or damage to property of; any person (including the pupil).
 - tobacco and cigarette papers/ e cigraettes/vapes, vape fluid:
 - fireworks;
 - pornographic images
- Under common law, school staff have the power to search a pupil for any item if the pupil agrees.
 - A pupil that refuses to co-operate with a search will be treated as any other pupil who refuses to comply with the school Culture and Expectations Policy and an outcome will be imposed.
 - If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.
 - If the pupil still refuses to co-operate, the member of staff will assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified above, but not to search for items which are identified only in the school expectations. The decision to use reasonable force will be made on a case-by-case basis. The member of staff will consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

At Plymstock School the following adults are authorised to search for the identified items without consent:

The Headteacher

The Deputy Head Teachers or designated Assistant Head Teacher instructed by the Deputy Head Teacher .

The Designated Safeguarding Lead

- If the police need to attend an incident at the school that requires searching, the role of the school staff is to always retain the duty of care.
- The school will always focus on the wellbeing of the student being searched, whether an item is found or not. This will also involve relevant staff such as the Senior Leadership Team, Pastoral Team or the Designated Safeguarding Lead.

Reasonable Force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force may be used to:

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