



Engineering

**MANGOTSFIELD SCHOOL
SPECIALIST COLLEGE IN ENGINEERING & SCIENCE**



Science



INVESTOR IN PEOPLE

**MANGOTSFIELD SCHOOL
BEHAVIOUR POLICY
&
GUIDELINES
&
PUPIL RELATED POLICIES
(REVISED MAY 2007)**

CONTENTS

	Page No.
Behaviour Policy	4
Key Principles.....	5
Aims of Behaviour Guidelines	6
Home-School Agreements	6
Entitlement	7
Expectations	8
School Uniform	8
Between Lessons	9
Off-Site	9
Forbidden/Illegal Substances	10
Teaching & Learning	10
Individual Needs	11
Rules, Rewards & Sanctions	11
Mangotsfield School Staged Exclusion Procedures	14
Detention	17
Planning Behaviour Management	18
Bullying/Racism	18
Involving Parents	19
Pupil & Staff Protection	19
Professional Development of Staff	19
Support for Staff	19
Equalities	19
Collective Responsibilities	19
School Policies:-	
• Attendance	20-25
• Family Holidays in Term Time	26-27
• Anti-Bullying	28
• Power to Restrain Pupils	29-31
• Zero Tolerance	32

MANGOTSFIELD MOTIVATES

(from Teachers' Planner)

GUIDING PRINCIPLE

***To get the best from our students
academically, personally and socially
creating
capable, confident and responsible
individuals***

MISSION STATEMENTS

(from Teachers' Planner)

QUALITY OF EDUCATION

The Curriculum will be broad and balanced and will motivate pupils by being relevant and challenging. Teaching and learning styles will be relevant and stimulating to develop both co-operative and independent learning.

STANDARDS OF ACHIEVEMENT

We will set high standards so that pupils are encouraged to achieve beyond their expectations.

PERSONAL DEVELOPMENT

We will learn from each other, we will value each other, we will care for each other and our environment.

EFFICIENCY

We will make the best use of all available human, physical and materials resources.

COMMUNITY

The School will gain from and contribute to the local community. The School will be used and valued by the community it serves.

MANGOTSFIELD MOTIVATES

(from Students' Planner)

We will learn from each other,
we will value each other,
we will care for each other and our
environment.

BEHAVIOUR POLICY

This policy is based on the following guidance:-

- School Standards and Framework Act 1998
- DfEE Circular 10/99; Social Inclusion: Pupil Support
- DfEE Letter of 21 January 2000: Exclusions from School
- South Gloucestershire Exclusion Procedures (*Revised January 2000*)
- DfEE Letter of 4 August 2000: Exclusion from School: Changes to the Guidance for Appeal Panels
- Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, DfES, October 2004
- Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, DfES, October 2004
- Advice and Guidance to Schools and Local Authorities on Managing Behaviour and Attendance – seven DfES web-based documents can be found at:
www.dfes.gov.uk/behaviourandattendance/guidance/IBAGuidance/index.cfm

Rationale

The school is responsible for promoting good behaviour and discipline on the part of its pupils and for securing an orderly and safe environment for its pupils and staff. The school strives to maintain an atmosphere in which all staff and students can work to the best of their ability and provide a secure, positive and happy environment. The school seeks to provide opportunities and challenges for its pupils and always uses a positive approach whenever possible. Students who try their best and work hard will be rewarded at Mangotsfield School. Details of the implementation of Mangotsfield's Behaviour Policy can be found in Mangotsfield School's Behaviour Guidelines.

Aims

Students should meet the expectations of the School by:-

- supporting the Home-School Agreement and Behaviour Guidelines by:-
- behaving appropriately in lessons;
- behaving in a sensible manner between lessons, at break and at lunchtimes;
- behaving appropriately when travelling to and from school; and
- behaving appropriately on school trips and visits.

KEY PRINCIPLES

1. An appropriate curriculum and effective teaching are essential for promoting good attitudes to learning. Good behaviour and discipline are essential to successful teaching and learning.
2. Mangotsfield School **respects and celebrates** the diversity of individuals within its community and recognises their unique value and right to a safe, secure and appropriate learning environment. However, there are reasons when the needs of the individual have to be balanced against the needs of the community.
3. Mangotsfield School recognises the need for an **inclusive education environment**, the effective delivery of a curriculum designed to stimulate and engage pupils which will help maintain an orderly learning environment.
4. Mangotsfield School works in **partnership** with the LEA, Governors, parents and other members of its community to develop skills to promote positive and responsible behaviour in society. Parents are respected as equal partners in the learning process, and should be provided with information and appropriate support.
5. Mangotsfield School co-operates with other agencies, in particular with the LEA, Social Services, Educational Welfare Officer and Health practitioners, to ensure a **planned, multi-agency approach** to pupils with severe behaviour difficulties, especially those looked after by the Local Authority.

These Guidelines are to be reviewed annually.

AIMS OF THE BEHAVIOUR GUIDELINES

1. To clarify the responsibility of governors, LEA, school staff, pupils and parents to work together to establish and maintain positive behaviour, in order to support excellence in teaching and learning.
2. To provide information for parents and other agencies about behavioural issues.
3. To indicate how progress towards the improved management of behaviour will be maintained and evaluated.

HOME-SCHOOL AGREEMENTS

Mangotsfield School has a Home-School Agreement in place which parents and pupils agree and should sign. This Agreement explains the requirements of the school in relation to attendance and behaviour, and the measures which both school staff and parents are expected to take to support the pupil in behaving appropriately. All new parents and pupils sign the Home-School Agreement. Parents should therefore be clear about the behaviour expected of pupils and the sanctions that will follow should their child's behaviour fall short of this standard.

Additional individual Home-School Agreements will be considered when and if appropriate. Home-School Agreements may be used for particular aspects of a student's schooling e.g. attendance, punctuality or behaviour.

ENTITLEMENT

1. All Mangotsfield pupils are entitled to receive a broad and balanced curriculum. Ensuring that a school can manage most pupil behaviour effectively does not mean that standards for all will be compromised. Enhancing normal good practice will increase the school's ability to manage difficult behaviour through:-

- working closely with Mangotsfield's Governors
- recognising the positive ethos of the school
- high expectations of attainment and behaviour
- strong academic teaching
- clear rules and consequences
- strong positive recognition of good work and behaviour
- excellent organisation

2. Students rights and responsibilities: *(from page 2 of Student Planner)*

STUDENT RIGHTS:

At Mangotsfield School all students have the right to:-

- be heard and listened to
- be treated with courtesy and consideration
- work without being distracted
- enjoy their time in School without threat of physical or verbal bullying
- be encouraged and praised for good work
- have classwork and homework marked
- be consulted on matters that affect their progress and well-being
- receive help when they need it.

STUDENT RESPONSIBILITIES:

At Mangotsfield School all students are responsible for what they do. They should:-

- bring the right books, work and equipment to each lesson
- ask for help if they don't understand
- treat others with courtesy and consideration
- complete work that has been set
- do their best and work hard
- treat others as they would wish to be treated
- obey the rules and follow the Code of Conduct
- accept their punishment if they do not follow the Code of Conduct
- accept the authority of the Mangotsfield staff.

EXPECTATIONS

1. Teachers are expected to:
 - be punctual in arriving at and starting lessons;
 - implement clear routines for the conduct of lessons and maintain an orderly atmosphere in which all students feel safe and able to learn;
 - teach lessons which challenge, interest, and stimulate all students; set targets for each student which are realistic and achievable;
 - apply rewards and sanctions in accordance with School policy;
 - maintain high expectations and standards in all their teaching.

2. Students are expected to:
 - be punctual in arriving at and starting lessons;
 - have the appropriate books, work, and equipment for each lesson;
 - listen quietly when the teacher is giving instructions and remain quiet and seated unless given permission to do otherwise;
 - obey all Health and Safety regulations;
 - work without disrupting the learning of other students;
 - try their best at all times.

3. Students should be aware of their rights but also fulfil their responsibilities [see entitlement section].

SCHOOL UNIFORM

We believe that school uniform at Mangotsfield School encourages pupils to take a pride in their dress as well as encouraging a sense of belonging to the school.

- Girls should wear a white polo shirt with the school logo and a plain, black skirt or trousers.
- Boys should wear a white polo shirt with the school logo and plain black trousers.
- All pupils should wear a school sweatshirt (with a school logo).
- All pupils should bring a suitable school bag.
- **Pupils must wear plain black shoes.** For health and safety reasons it is recommended that the maximum height difference between sole and heel is 5 centimetres.

- No jewellery is allowed for safety reasons, with the exception of ear-rings - one stud in each ear. **No other body piercing is allowed.** Tattoos are forbidden. Pupils can wear a signet ring.
- **Denim must not be worn to school.** Pupils are also advised not to bring expensive coats to school.
- Remember heavy make-up is not for school.
- Aprons are provided in specialist areas. We ask parents to make a single payment of £3 (by 30 September) to finance this.

The Headteacher reserves the right to refuse admission to any pupil whose appearance is not conducive to good learning and behaviour or who does not have the necessary equipment for work in school.

This information is also found on page 8 of the Student Planner.

BETWEEN LESSONS

1. Students are expected to behave in a sensible manner and staff have a responsibility to ensure orderly conduct in the classroom and around the school.
2. Movement along corridors and entry to/exit from classrooms should be orderly and have regard to the Health and Safety regulations.
3. All students in Years 7 to 11 are required to remain on School premises at morning break and at lunchtime unless specifically permitted to be off-site.
4. During these times students may only use School facilities in the manner stipulated by supervising staff.

OFF-SITE

1. The School is beside a very busy road. All students are expected to observe the rules of road safety and ensure that their behaviour does not endanger themselves or others. **All students must use the Puffin Crossing when crossing Rodway Hill at all times.**
2. While travelling to and from School (whether walking, or using School, public or own transport), students should recognise two things:
 - that they are representing the School and the community;
 - that orderly, co-operative behaviour is expected at all times.

3. The highest standards of behaviour are also expected from all students participating in visits and activities arranged by the School during and outside school hours.
4. Cyclists are expected to wear cycle helmets.

FORBIDDEN/ILLEGAL SUBSTANCES

1. The School's Personal, Social & Health Education Programme ensures that all students explore the issues relating to smoking, drinking alcohol and drug abuse.
2. Mangotsfield School has a No Smoking and Anti-Drugs Policy for all users of the School.
3. Pupils should be aware of the School's Code of Conduct (*see page 3 of the Student Planner*).
4. Pupils found to be presenting a significant risk to the health and safety of other pupils by selling illegal drugs **will** be permanently excluded from school.
5. Pupils using illegal drugs or found in possession of illegal drugs on the school site or on the way to or from school are very likely to be permanently excluded from school.
6. School Policy as outlined in 4 and 5 above is therefore one of ZERO TOLERANCE towards illegal drugs.

TEACHING AND LEARNING

1. Improving standards of teaching and learning is critically important in reducing levels of behavioural disruption. Faced with an undemanding or irrelevant task the best-adjusted pupils are likely to become bored and restless. Conversely a stimulating and relevant lesson will engage all pupils, including the disaffected. Providing pupils with carefully planned lessons and requiring work, which is at the right level, and has a clear purpose, will improve engagement. Pupils should understand learning objectives and be able to see, or be shown, the progress they have made in individual lessons and over a school term. They should be taught the skills and routines required in different subject disciplines to become successful learners.
2. Inter-personal and social skills can be directly addressed through the PSHE curriculum, mentoring and assemblies. Skilled teaching in this area can help pupils to deal effectively with the complex social relationships that they meet in school without resorting to disruptive or avoidance behaviour.

INDIVIDUAL NEEDS

1. Mangotsfield has an established system for identifying and meeting the special educational needs of pupils, including those with emotional and behavioural difficulties. Within subject areas individual planning of curriculum presentation for pupils with learning difficulties is common.
2. When very difficult behaviour persists it is the responsibility of governors and school management to have regard to the needs of the wider student body as well as the needs of an individual pupil.
3. All pupils are mentored and have access to support agencies via the school.

RULES, REWARDS AND SANCTIONS

All members of the school community should be clear about the expectations of behaviour in the school setting.

1. **REWARDS SYSTEM:** *(from page 4 of the Student Planner)*

If you choose to keep to the rules and work hard, these are the things that will happen:-

Before going on to the various levels, your teacher will give you verbal praise.

KEY STAGE THREE

A Reward Stamp (see Gold pages at the back of your Planner)

A Bronze, Silver or Gold Certificate and a letter to your parents (linked with other prizes and special events.)

A Platinum Certificate and a £10.00 Gift Voucher.

'Best in School' and a £25.00 Gift Voucher and framed certificate.

KEY STAGE FOUR

A Bronze, Silver or Gold Certificate

A £10.00 Gift Voucher and a letter to parents for Gold Certificate (linked with other prizes and special events [see above]).

Any pupil gaining a Silver Certificate will have the opportunity of a School Trip one day in the summer term.

Gold and Platinum Certificates are awarded in the 4 special Awards Celebrations held during the year.

Praise is also used by staff and can have quite a dramatic effect on pupils.

Many departments use their own form of certification to motivate and support learning. Certificates are also awarded at other times (e.g. Student Receptionists and good attendance.)

There is also an annual Awards Ceremony where students receive many and varied awards including Achievement, Progress, Engineering and Science, Community, Art, Drama, Music and Sport.

Student achievements are often recognised in School Assemblies.

2. **SANCTIONS SYSTEM:** *(from page 4 of the Student Planner)*

If you choose to break the rules, then these will happen:-

Level 1	A clear, verbal warning
Level 2	A 10-minute Detention
Level 3	Contact home to involve your parents A 45-minute Detention from the Subject Teacher
Level 4	A Report Card and at least a 45-minute Detention with the Subject Teacher.

There are other negative consequences which teachers can use if they feel it necessary. These might include being moved to another seat in the classroom, working in another teacher's class, a departmental detention, withdrawal of break or lunchtime privileges, completion of extra written work, carrying out a useful task in the school, being withdrawn from school trips or events, or an Internal Suspension.

You can also be removed from class for any type of serious misbehaviour, such as deliberately hurting someone else, destroying property, refusing to do what you are told, or behaving in any way which stops the class getting on with its work. If you are removed from class, then you will be placed on a Report Card for the next nine lessons and your parents will be informed. Further offences could lead to internal suspension or exclusion.

3. **MONITORING**

Mangotsfield School monitors the use of its rewards and sanctions and analyses and evaluates the school data appropriately. Tracking sheets are used to inform relevant staff of Level 3 and Level 4 incidents.

4. **THE FIVE CLASSROOM RULES**

These are the five rules that apply in all classrooms and work areas.

1. Be on time, ready for work.
2. Follow instructions straight away.
3. No eating, drinking or chewing in classrooms.
4. When the teacher is speaking to the whole class, remain silent and raise your hand if you wish to speak.
5. Do not touch anyone else, their equipment or belongings.

5. **CODE OF CONDUCT** *(from page 3 of the Student Planner)*

1. Always be polite, even if you are upset or angry.
Do not forget to say 'please' and 'thank you'.
Let adults use doors and entrances before you.
Help any visitors who seem to be lost - take them to Reception.
2. Be patient in the Dining-Hall.
Eating is not allowed in classrooms, cloakrooms, toilets or corridors.
Do not bring chewing-gum to school.
Help to keep the school tidy - use the litter-bins provided.
3. Keep well away from parked cars.
Keep to the paths.

4. Keep yourself clean and tidy.
Dress properly for school - know the rules about jewellery, make-up and footwear.
5. Make sure that you have everything you need for your lessons.
Do not forget your pen, pencil and ruler.
Take great care of your own property. **For child protection reasons, mobile 'phones with photographic/internet access and digital cameras are not allowed on site.** Remember that 'Tippex' is banned.
6. **Never bring dangerous or illegal articles to school e.g. knives, guns, drugs, alcohol, cigarettes, smoke and stink bombs, matches, lighters, and fireworks, aerosols or laser key-rings.**
7. Take great care on your journeys to and from school.
Remain in your seat on coaches with the seat belt on and do what the driver tells you.
You need special permission before you may bring a motor-cycle or car in to school.
8. **Do not bring personal audio equipment to school e.g. electronic music players/ipods/MP3 players or radios.** Walkmans, Pagers and Roller-boots are also not allowed.
9. If you cause any damage you will be expected to pay for it.
10. **Behaviour such as smoking, swearing, spitting and bullying is not tolerated.**
11. Keep away from the school buildings and grounds out of school hours unless you have good reason.

6. STAGED EXCLUSION PROCEDURE (See following two sections)

Mangotsfield uses its Staged Exclusion Procedure to try to encourage pupils to behave responsibly. The Headteacher, Deputy Headteacher (Pupil Performance) and the relevant Head of Year review a pupil's position on the exclusion procedure every term; pupils have their Exclusion Stage reduced after a term of appropriate behaviour.

7. INTERNAL SUSPENSION

Internal Suspension is used to improve classroom behaviour and encourage good working practice.

MANGOTSFIELD SCHOOL STAGED EXCLUSION PROCEDURE

The Headteacher will make use of the policy outlined below when considering fixed-term and permanent exclusions.

This policy is based on the following guidance:

- School Standards and Framework Act 1998
- DfEE Circular 10/99: Social Inclusion: Pupil Support
- DfEE Letter of 21 January 2000: Exclusions from School
- South Gloucestershire Exclusion Procedures (Revised January 2000)
- DfEE Letter of 4 August 2000: Exclusion from School: Changes to the Guidance for Appeal Panels
- Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, DfES, October 2004

- Advice and Guidance to Schools and Local Authorities on Managing Behaviour and Attendance – seven DfES web-based documents can be found at:
www.dfes.gov.uk/behaviourandattendance/guidance/IBAGuidance/index.cfm

The school is responsible for promoting good behaviour and discipline on the part of its pupils and for securing an orderly and safe learning environment for its pupils and staff. Exclusion will be used in response to serious breaches of the school's discipline policy as outlined in the Code of Conduct (Student Planner), Classroom Rules (Student Planner) and Behaviour Guidelines.

Behaviour for which exclusion may be used includes:-

- (a) Actual or potential physical violence by the pupil towards other pupils or adults in the school community, including 'Happy Slapping'.
- (b) Seriously disruptive behaviour, which prevents the proper conduct of a lesson or lessons, seriously interferes with the learning opportunities of others and leads to a breakdown in school discipline.
- (c) Conduct which would endanger the safety of others in the school or the safety of the pupil concerned.
- (d) Illegal activities on the school site, including using or being in possession of illegal drugs or tampering with fire extinguishers and/or the fire alarms system.
- (e) Significant sexual/racial harassment.
- (f) Significant harassment or intimidation of pupils and/or staff.
- (g) Damage/vandalism to the school premises, grounds or resources.
- (h) Repeated failure to attend detentions.
- (i) Open defiance, refusal to follow the reasonable instructions of a member of staff and swearing directly at a member of staff or swearing about a member of staff in the hearing of that member of staff.
- (j) Repeated possession of cigarettes/cigarette lighter/matches on the school premises.

- (k) Use of a mobile phone with a digital camera capability/internet access to take photographs of pupils and/or staff without permission.
- (l) Persistent failure to comply with the school's dress code.

Permanent exclusion is likely to be used for the following types of behaviour:-

- (a) Serious actual or threatened violence against another pupil or member of staff.
- (b) Sexual abuse.
- (c) Presenting a significant risk to the health and safety of other pupils by selling/dealing in illegal drugs will lead to a permanent exclusion; using or being in possession of illegal drugs on the school site is very likely to lead to permanent exclusion.
- (d) Presenting a serious risk to the health and safety of others by bringing in and/or using any item that is classified as an offensive weapon.
- (e) Persistent and malicious disruptive behaviour, including open defiance or refusal to conform with agreed school policies on, for example, discipline.
- (f) Malicious criminal damage towards school property/premises and/or staff/visitors' property.
- (g) Significant harassment/intimidation of pupils/staff.

Exclusion will **not** be used in the following circumstances:-

- Minor incidents such as failure to do homework
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Punishing pupils for the behaviour of parents

The Headteacher reserves the right to refuse admission to any pupil who fails to conform to the provisions of the school's dress code, including hairstyle or jewellery.

MANGOTSFIELD SCHOOL EXCLUSION STAGES

Internal Suspension

Internal Suspension will be used when a pupil receives 2 Level 4 referrals in one half-term. It will also be used as a buffer between the various exclusion stages in order to help modify a particular pattern of behaviour

Stage A

Formal written warning that pupil is at risk of exclusion from school;
Head of Year to see pupil and parents.

Stage B

2 day fixed-term exclusion from school; written notification;
Issue of a Behaviour Individual Education Plan (IEP);
Head of Year to see pupil and parents.

Stage C

5 day fixed-term exclusion from school; written notification;
Special Educational Needs Code of Practice Level 3 – involvement of Educational Psychologist;
Referral to South Gloucestershire’s Pupil Referral Service and issue of a Pastoral Support Programme;
Assistant Head, Head of Year and one Governor to see pupil and parents.

Stage D

10 day fixed-term exclusion from school; written notification;
Consider application to Pupil Referral Unit;
Governors’ Discipline Committee (three Governors), Deputy Head and Head of Year to see pupil and parents.

Stage E

Permanent Exclusion; written notification;
Permanent Exclusion meeting with Governors’ Discipline Committee, Headteacher, Deputy Head, Head of Year, Assistant Education Officer and Education Welfare Officer.

- Pupils who misbehave may be placed on any of the above stages, depending on the seriousness of the offence.
- The Headteacher has the right to exclude a pupil for up to 45 days in a school year, but exclusions are normally as short as possible.
- Only the Headteacher has the legal right to exclude pupils from school, or, in his absence, one of the two Deputy Heads. Decisions about exclusions are normally made in consultation with members of the School Management Team and the appropriate Head of Year.

Stage Reductions

Three times a year the Headteacher, Deputy Head (Pupil Performance) and Head of Year will review the exclusion stage of each pupil; sustained good behaviour during the term will lead to a reduction in the pupil’s exclusion stage.

DETENTION

Mangotsfield School operates detention of pupils as a sanction within our Behaviour Policy.

Since the 1997 Education Act all schools have clear legal authority to detain pupils at lunchtime and/or after school without parental consent. This is reinforced by DfEE Circular 10/99.

- *All the teaching staff are generally authorised to give detentions;*
- *A pupil may be given a ten-minute detention without prior notice, unless this would mean missing the Pucklechurch coach or Parkfield, Hinton/Dyrham minibus;*
- *Twenty-four hours' written notice must be given to parents of the normal 45- minute detention. In practice this will mean via a note in the Student Planner, a letter posted from the School Office or a telephone call;*
- *If a pupil's 45-minute detention causes him or her to miss the Pucklechurch coach etc. the responsibility for making suitable travel arrangements after a detention lies with the parent; the school does not have to pay;*
- *Failure to attend detention for a disciplinary offence without reasonable excuse will normally result in a more severe sanction;*
- *Any representation against a particular detention should be addressed to the relevant teacher who may decide that the child should have a detention despite the parent's representations. **Please note that simply objecting to a detention is not a reason for a representation.***
- *A parent who remains dissatisfied can complain to the Headteacher and the Governing Body under the school's normal Complaints procedures. It is a matter of law (Circular 10/99) that a school has the power to keep a child in detention after a suitable period of notice against the wishes of the parent.*

However, please note that:

 - a] there will not usually be time to consider the complaint until after the detention has taken place;*
 - b] the Governing Body has no power to overturn a decision if they consider a complaint before the detention takes place;*
 - c] there is no right of appeal.*

School policy is based entirely upon the Government's DfEE Circular 10/99, which represents statutory guidance for all maintained schools.

Should there be any concerns either about the principle of detention or how it is used parents may raise this either with the Headteacher or the Governing Body. However, in practice, most day-to-day queries about the use of detention are easily resolved by contacting the child's subject teacher or tutor, depending upon who has given the detention.

PLANNING BEHAVIOUR MANAGEMENT

1. Pastoral Support Programmes are used for pupils at risk of permanent exclusion; this incorporates the support of central education services and other agencies.
2. Professional development opportunities for staff are an essential aspect of planning behaviour management.
3. Non-attendance at school without appropriate authorisation is a significant behavioural issue. Every effort is made by the school, including telephoning home on the first day of absence, and involving the school's Educational Welfare Officer.
4. The school uses behaviour Individual Education Plans (IEP) to encourage good teaching and learning.
5. The Pupil Referral Service supports the behaviour management of pupils on request by the school.
6. The Pupil Referral Unit provides an alternative educational placement for some pupils on a part-time flexible basis.
7. Permanent exclusion is normally used as a last resort or for a very serious "one-off" offence. Positive planning for an alternative placement is a more acceptable solution in some cases.

BULLYING/RACISM

1. The school has an anti-bullying policy, which is a working document. The LEA Central Support Services are available to help and support the planning for behaviour management at whole school or individual level.
2. If a parent reports a serious bullying incident it will be fully investigated and will result in the completion of a Bullying Incident Form, which will explain the actions of the school.
3. All incidents of racism are treated extremely seriously and will be investigated appropriately and will involve the completion of an Anti-Racism Form (as above).

INVOLVING PARENTS

1. Mangotsfield has an open access policy towards parents. Parents will always be allowed access to senior members of staff at a mutually convenient time.
2. Mangotsfield always strives to work with all parents for the benefit of its pupils.

PUPIL AND STAFF PROTECTION

1. All staff are aware of Child Protection Procedures.
2. If staff believe that there is a serious breakdown of discipline in their classroom they should evoke the school's emergency procedures.

PROFESSIONAL DEVELOPMENT OF STAFF

Behaviour issues are a regular part of the school's in-service training for teachers and learning support assistants, teaching assistants and administrative staff.

SUPPORT FOR STAFF

Within Mangotsfield School personal support is arranged for staff when necessary. Additional personal support is available from central support services and through the Council's counselling service.

EQUALITIES

Mangotsfield School is committed to ensuring that its policies are followed without regard to ethnicity, gender or disability and will monitor exclusion and attendance data with this in mind.

COLLECTIVE RESPONSIBILITIES

It is in the interest of the wider community that the behavioural difficulties of some individuals should be addressed and resolved within the school context if at all possible.



ATTENDANCE POLICY

Mission Statement

Mangotsfield School aims to maximise attendance rates in order to ensure that all students are able to take the fullest advantage of the learning and social experiences available to them.

Statutory Framework

Under Section 7 of the 1996 Education Act, all children of compulsory school age must receive suitable education whether by regular school attendance or otherwise.

This policy is based on the following guidance:

- School Standards and Framework Act 1998
- DfEE Circular 10/99: Social Inclusion: Pupil Support
- DfEE Letter of 21 January 2000: Exclusions from School
- South Gloucestershire Exclusion Procedures (Revised January 2000)
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The school is obliged by law to differentiate between authorised and unauthorised absence. A letter or telephone message from a parent does not in itself authorise an absence. Only if the school is satisfied as to the validity of the explanation offered by the letter/message will the absence be authorised (*see below*).

Rights and Responsibilities

Attendance at Mangotsfield School is the responsibility of everyone in the school community - pupils, parents and all staff.

Pupils

- All pupils are expected to attend school and all of their lessons regularly and punctually.
- Pupils who do experience attendance difficulties will be offered prompt and sympathetic support, initially from their form tutor, and, if the need should arise, their Head of Year.

- At the end of two terms a Bronze (2 term 100% attendance), Silver (4 terms 100% attendance) and Gold certificate (6 terms in a year 100% attendance), will be awarded.
- Every pupil who has achieved 2 terms of perfect attendance will have his/her name placed in a draw and the winner will receive a cash prize of £50.

Parents

- Parents are responsible for ensuring that their child attends school regularly, punctually, properly dressed and equipped and in a fit condition to learn.
- If a child is prevented for any reason from attending, or is late, parents are requested to notify the school as soon as possible - by 'phone call or in writing. The school will contact parents as soon as possible if we are unaware of the reason for the absence.
- A pupil's absence from school must be considered as unauthorised until a satisfactory explanation is forthcoming from the parent. **Parents should ring the special Absence Hotline 01454 862777.**
- Parents will be contacted by the Head of Year if there are special concerns over a child's attendance.
- The Head of Year will also inform the Educational Welfare Officer who meets with the Head of Year on a regular basis.
- Parents should avoid, if at all possible, making medical/dental appointments for their child during school hours. Taking holidays during term time is actively discouraged, at certain times it will be unauthorised absence. (See Governors' Policy on Holidays in Term Time).

Parents whose first language is not English or have hearing or literacy problems will be offered appropriate support from school.

School

Staff will endeavour to encourage good attendance and punctuality through personal example. Attendance is the responsibility of all school staff (not just teaching and pastoral staff). The school will employ a range of strategies (see *below*) to encourage good attendance and punctuality and will promptly investigate all absenteeism, liaising closely with parents. Staff will respond to all absenteeism firmly and consistently.

Registration

Registers will be called promptly at 8.45 a.m. and at 2.55 p.m. and will be marked in accordance with the list of symbols as set out on the register front sheet.

Registers will close at 8.50 a.m. and at 3.15 p.m. If a pupil fails to arrive before the registers close, he/she will be marked as 'absent'. Pupils who arrive after the registers have closed should report to the general office and sign the School Late Book. (The form tutor will subsequently amend the register to read 'absent or late'. If a pupil is persistently late, a 45-minute detention will be given and parents will be contacted.)

Parents are reminded that if a child arrives in school after the registers have closed and an acceptable explanation is not forthcoming, the pupil will be recorded as 'unauthorised absent' for that session, in these circumstances.

All class teachers will take registers in each of their classes.

The Educational Welfare Officer and Head of Year will inspect all attendance print outs from SIMS on a regular basis in order to ensure that correct procedures are being followed. In consultation with Educational Welfare Officer, the school will set attendance targets on an annual basis. These attendance targets are the same as the Specialist College targets and are more demanding each academic year.

Authorised/Unauthorised Absence

It is vital that all staff adhere to the same criteria when deciding whether or not to authorise an absence. Any new absence will be noted and a member of the secretarial staff will 'phone home to find out the reason for the non-attendance.

Mangotsfield School will provide guidance to tutors on how an absence is to be recorded.

Absence can be **authorised** if:

- the pupil was ill 'or prevented from attending by an unavoidable cause'.
- the absence occurred on a day exclusively set aside for religious observance by the religious body to which the pupil's parent belongs.
- a pupil registered at this school does not live within walking distance of the school and no suitable arrangements have been made by the LEA for any of the following:
 1. the child's transport to and from school to the Pucklechurch area;
 2. boarding accommodation for the child at or near the school, and
 3. enabling the child to become a registered pupil at a school nearer to his/her home
- the pupil is the child of Traveller parents and the conditions as stated in paragraph 47 of the LEA guidance are met.
- there is a family bereavement.
- the pupil is attending an interview with either a prospective employer or in connection with an application for a place at an institute of further or higher education or for a place at another school.
- the pupil is participating in an approved public performance.
- a pupil is granted study leave (this should not normally exceed fifteen days).
- the pupil is involved in an **exceptional** special occasion (e.g. if a pupil is attending the graduation of an older sibling).
- leave of absence is granted by the school for a family holiday of no more than two weeks provided that the absence is in accordance with the School Policy on Holidays in Term Time. Parents should be reminded that they cannot expect that, as of right, the school will agree to a family holiday during term time. Holidays will only be approved if taken with at least one parent/carer.

Pupils away from school for the following reasons can be regarded as present for statistical purposes. The register should be marked with the relevant letter:

- the pupil is attending approved work experience.

- the pupil is attending an approved off-site activity or is receiving special off-site tuition.
- the pupil is attending a Pupil Referral Unit.

Absence should be **unauthorised** if:

- no explanation is forthcoming.
- the school is dissatisfied with the explanation.
- the pupil stays at home to mind the house or look after siblings (the guidance suggests that absence in such cases should only be granted in exceptional circumstances).
- the pupil is shopping during school hours.
- the pupil is absent for **unexceptional** special occasions (e.g. a birthday).
- the pupil is away from school on a family holiday at certain times in his/her school career and for a period of time longer than that agreed with the school (normally a maximum of two weeks).
- the pupil is on a family holiday without permission or if the parents have failed to apply for permission in advance of the holiday and instead seek retrospective approval on their return.
- the pupil is on holiday but NOT with their parents.

Holidays

Parents are strongly urged to avoid taking family holidays during term time. Indeed, parents do not have the right to take their child out of school for such a holiday. If, however, parents apply to the school in advance, the school may grant up to two weeks' term time absence in any year to go on a family holiday. Holidays are not authorised at the following times:-

- September - all pupils.
 - Spring Term and Summer Term until after SATS and the Year 9 Exams.
 - At any time during Years 10 and 11 because of GCSE commitments.
- Apart from this, leave in term time can only be given in exceptional circumstances.

Occasionally, holidays of more than two weeks to visit family living overseas may be planned. **Parents are urged to discuss with school staff, the most appropriate time of year and point in the child's educational career for this visit to take place.** This will help minimise disruption to the child's progress at school.

Procedures for Following up Absence

- If a pupil is absent without explanation being forthcoming, secretarial staff will contact the parents on the first day by telephone or by letter.
- If a pupil returns to school after a period of absence and fails to bring a note or if the explanation offered by a note is unsatisfactory, the form tutor will write to the parents.
- If a pupil is persistently absent (or late) and the school's efforts to effect an improvement have been unsuccessful, the situation will be referred to the Educational Welfare Officer during his/her consultation visit.
- Notes from parents will be initialled by the form tutor and kept on the pupil's file. All telephone messages regarding absence/lateness are to be recorded in the telephone message book.

- All absences will be displayed daily on the staff room notice board. This is intended to enable class teachers to cross-check their registers with form registers.

Strategies for Promoting Attendance

- Mangotsfield School will offer an environment in which pupils feel valued and welcomed. The school's ethos demonstrates that pupils feel that their presence in school is important, that they will be missed when they are absent/late and that follow up action will be taken.
- Parents will receive the 'You're In You Win' leaflet on entry to the school.
- A varied and flexible curriculum will be offered to all pupils. Every effort will be made to ensure that learning tasks are matched to pupils' needs.
- Attendance data will be regularly collected and analysed in order to help identify patterns, set targets, correlate attendance with achievement, and support and inform policy/practice.
- The attendance of "looked after" pupils and pupils on the Child Protection Register will be carefully monitored.
- Good attendance awards will be presented in School Assemblies at the end of each school year, in the final Awards Celebration.
- Pupils whose attendance is a cause of concern will be set targets for improvement. The form tutor will monitor and review those targets.
- Parents will be regularly reminded (via Newsletter, the school brochure, parents' evenings and Year Assemblies) of the importance of good attendance.
- Pupils who are absent through sickness for any extended period of time will, (when appropriate), have work sent home to them and will be re-integrated back into school upon their return.
- Pupils who have been absent for whatever reason for an extended period of time will, (when appropriate), have individually tailored re-integration programmes prepared for them.
- The Headteacher will make an annual report to the school's governing body on attendance matters.
- Heads of Year will, when appropriate, liaise with other agencies - Educational Psychology Service, Social Services, Child and Adolescent Psychiatry etc. - when this may serve to support and assist pupils who are experiencing attendance difficulties.
- Heads of Year will have regular meetings with the school's Educational Welfare Officer in order to identify and support those pupils who are experiencing attendance difficulties.
- When attendance falls below 80% without a clear reason the Deputy Headteacher (Pupil Performance) and the EWO will commence the Fast Track to Court Procedure.

The first step is a formal meeting with the EWO, Senior Staff, Head or Assistant Head of Year and the Attendance Governor in order to put an Action Plan into place which covers a six week period. Student may be placed on an Attendance Action Plan to improve attendance by their Head of Year. Should attendance fail to improve, there will be a meeting at Bowling Hill with the Education Welfare Service. This meeting could lead to court action. Such action could lead to a fixed-penalty fine for those students nearing the end of their time in compulsory education or to a court hearing where parents can be fined a variable amount of money. Any subsequent court appearance for parents could lead to a custodial sentence.

- Children whose medical problems are causing concern may be placed on a Medical Action Plan.
- Regular visits will be made to partner primary schools in order to ensure the smoothest possible secondary transfer. Discussions with primary school teachers will seek to identify those pupils who may require extra support during this process.

Revised May 2007



MANGOTSFIELD SCHOOL
SPECIALIST COLLEGE IN ENGINEERING & SCIENCE



POLICY ON FAMILY HOLIDAYS IN TERM-TIME
APPROVED BY GOVERNING BODY ON 15.6.98 (Reviewed on 6 February 2005)

Rationale: The main focus for our work is to raise the achievement of all pupils. Taking a family holiday in term-time reduces attendance, operates against this aim, and can lead to under-achievement.

Context: (Education Regulations, 1981, Section 12 and Education Act 1996)

1. Leave for an annual family holiday is discretionary, not an automatic Entitlement. (Education [Pupil Registration] Regulations 1995). **This means going on holiday only with your Mother or Father or both parents/carer.**
2. **Such permission is given in accordance with arrangements made by the Governing Body of the School.**
3. Heads are free to grant up to 10 days leave per school but holidays of 2 weeks should **not be regarded as the norm.**
4. **The discretion on the part of the school to grant leave relates to “going away” on holiday, not merely going on day trips or having a holiday at home.**
5. Only in exceptional circumstances may the amount of leave granted exceed more than 2 weeks in any year.

Guidelines: The school will use the following guidelines when deciding whether to agree to a request for a family holiday during term-time:-

- (1) **Holiday leave will not be given where a pupil already has a poor punctuality/attendance record, i.e. less than 90% attendance.**
- (2) Holiday leave will not normally be given at the following times:-
 - (a) During September for any year group
 - (b) Year 9 - between January and the end of the Year 9 Exams in June.
 - (c) No authorised holiday in Years 10 and 11.
- (3) Holiday leave will not be granted for attendance at sporting events, pop concerts, for shopping, or any other activities which are purely recreational in their nature.

- (4) Any pupil taking more than 20 consecutive days holiday will risk removal from the school roll.

Procedure:

- 1 Requests for leave for a family holiday should be made in writing to the Headteacher, using the form obtainable from the School Office. The application should be made by a parent with day-to-day care of the child, even if they are not actually going on the holiday themselves.
- 2 When a request is refused, parents have the right to make representations to a Governors' Pupil Performance and Discipline Committee.



ANTI-BULLYING POLICY

Definition - In school "bullying" is defined as any words or actions which cause fear, pain or discomfort to others.

Rationale

- ◆ Bullying exists in all strata of society going far beyond schools.
- ◆ Mangotsfield's philosophy is one of education about bullying and its effects.
- ◆ Bullying is often a symptom of other social problems and should be treated as such, but persistent bullying will be dealt with severely.
- ◆ All members of the school community must recognise that they have a responsibility to report any incident of bullying to an appropriate adult.
- ◆ Mangotsfield's ethos is to reward positive behaviour through its **Mangotsfield Motivates** vision statement, thus reducing the status of negative behaviour such as bullying.
- ◆ On page 2 of the Mangotsfield Student Planner it states, under **Student Rights** "At Mangotsfield School all students have the right to enjoy their time in School without threat of physical, emotional or verbal bullying".

Aim

Mission Statement - Personal Development

We will learn from each other, we will value each other, we will care for each other and our environment.

Guidelines for Implementation

- ◆ Mangotsfield believes in treating each case of bullying on the evidence available and particular circumstance of each case, consistent with the school's behaviour policy and guidelines.
- ◆ Mangotsfield believes that all discussion on bullying should be open and understood by staff and pupils alike.
- ◆ Each reported case of bullying is to be treated seriously, thoroughly investigated and appropriate actions taken to eradicate the problem.
- ◆ Bullying issues are discussed by all staff as part of Mangotsfield's Social Education Programme.
- ◆ On page 3 of the Mangotsfield Student Planner it states, under **Code of Conduct** "Behaviour such as smoking, swearing, spitting and bullying is not tolerated".
- ◆ The issue of bullying is considered serious enough to be mentioned in assembly, tutorial and mentoring sessions, as appropriate and also in the Headteacher's address at the school's Open Evening.
- ◆ There is a confidential helpline, which is advertised in each Tutor Room; pupils are free to complete a simple form at any time and place it in a box by the Medical Room. The box is emptied every day and action is taken immediately.
- ◆ Any bullying incident reported to SMT or Head of Year is logged in the Bullying Database File in the Reception Office.

October 2001
Reviewed July 2004



POLICY ON POWER TO RESTRAIN PUPILS
APPROVED BY FULL GOVERNING BODY ON 14.11.02

Background

- Legislation in 1986 abolished the right of a teacher to administer corporal punishment.
- The Education Act of 1996 recognised that there are occasions when teachers must use physical force.
- The Education Act of 1997 (Section 4) clarified the position about the use of physical force by teachers, and others authorised by the Headteacher of a school, to control or restrain pupils. This section was added to the Education Act of 1996 as Section 550A and specified more clearly the circumstances under which reasonable physical force may be used by teachers.
- This provision of the Act is effective from 1 September 1998.

Rationale

Schools have a duty to promote good behaviour and to secure an orderly and safe environment for pupils and staff. It is therefore important to have a policy relating to the use of force to control or restrain pupils. This policy should be transparent and made known to staff, pupils and parents. The policy exists for the protection of both staff and pupils.

Guidelines

1. The Headteacher authorises teaching and support staff to use such force as is reasonable to prevent or stop a pupil from:-
 - committing a criminal offence
 - injuring themselves or others
 - damaging property, including their own
 - behaving in a way that is prejudicial to the good discipline and order of the school whether in the classroom or elsewhere where the member of staff has lawful responsibility for a pupil, e.g. while on duty or on an educational visit.
2. Where the use of force is justified the degree of force used must be in proportion to the circumstances of the incident. The force used must always be the minimum amount needed to deal with the particular incident. In an emergency situation physical intervention may be necessary straight away but in non-urgent situations force should only be used as a last resort and staff should always try to deal with a situation through other strategies before using force.

3. Situations in which reasonable force by a member of staff might be appropriate, or necessary, to control or restrain a pupil fall into three broad categories:
 - a. where action is necessary in self-defence or because there is an imminent risk of injury;
 - b. where there is a developing risk of injury or significant damage to property;
 - c. where a pupil is behaving or has behaved in a way that is compromising good order and discipline, for example, where:-
 - a pupil attacks a member of staff or another pupil
 - pupils are fighting
 - a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
 - a pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
 - a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others
 - a pupil absconds from a class or tries to leave school (this applies if a pupil could be at risk if not kept in the classroom or at school)
 - a pupil persistently refuses to obey an order to leave a classroom
 - a pupil is behaving in a way that is seriously disrupting a lesson
4. Before intervening physically the member of staff should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.
5. Physical intervention may take several forms. It might involve staff
 - physically interposing between pupils
 - blocking a pupil's path
 - holding
 - pushing
 - pulling
 - leading a pupil by the hand or arm
 - shepherding a pupil away by placing a hand in the centre of the back or
 - (in extreme circumstances) using more restrictive holds.
6. Except for the most extreme circumstances force should not be used in such a way that it would be reasonably expected to cause injury, nor should any degree of physical contact be used which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation.

Staff should therefore not act in a way which might cause pain or injury, for example by:-

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair or ear
- holding a pupil face down on the ground

7. Staff should always avoid touching or holding a pupil in a way that might be considered indecent.
8. Any incident within the remit of these guidelines should be recorded in writing and a senior member of staff informed immediately. The records should include:-
 - the names of the pupils involved and any witnesses together with where and when the incident took place
 - the reason why the use of force was necessary
 - a description of the incident including the steps taken to calm the situation before force was deemed to be necessary and the nature of the force used.
 - The pupil's response
 - The outcome of the incident
 - Details of any injury suffered by any of the parties or damage to property.
9. Incidents involving the use of force will automatically be reported to the respective parents and to the Chair of the Governors' Pupil Performance and Discipline Committee.

March 2006
Reviewed May 2007



ZERO TOLERANCE POLICY

This school will not tolerate aggressive, intimidating or abusive behaviour to any member of the teaching or support staff, including shouting and/or swearing.

IN THE EVENT OF THIS HAPPENING, YOU WILL BE ASKED TO LEAVE THE PREMISES. IF YOU REFUSE TO LEAVE, THE POLICE WILL BE ASKED TO ESCORT YOU FROM THE SCHOOL SITE.

You may also be banned legally from Mangotsfield School.

There have also been a number of incidents where staff have been abused while on gate duty. Staff are there to ensure the safety of the pupils leaving the site. Any abusive behaviour will be reported to the police.

Signed:

**Mr. O. Beg
Chair of Governors**

**Mr. R. A Badley
Headteacher**

6 February 2006
Reviewed 15 May 2007