



# Behaviour for Learning Policy

## Contents

1. Aims .....	3
2. Legislation and statutory requirements .....	3
3. Philosophy & Values .....	4
4. Principles .....	4
5. Terminology .....	5
6. Roles & Responsibilities .....	5
7. Promoting Behaviour for Learning .....	8
8. Recognising effort and progress .....	9
9. Sanctions and strategies for effectively managing behaviour .....	10
10. Restorative Justice at Furze Platt .....	13
11. Pupil Transition – KS2-3 .....	13
12. Equal Opportunities .....	14
13. Evaluation of Behaviour for Learning .....	14
14. Links to other policies .....	14
Appendix 1: Powers of Staff.....	15
Appendix 2: Drugs & Alcohol in School .....	17
Appendix 3: Attitude to Learning.....	18
Appendix 4: Uniform .....	19

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **recognition, rewards and sanctions**

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

**All members of the school community have a responsibility to advise the Designated Safeguarding Lead of behavioural changes, which may indicate extremism, radicalisation in other safeguarding concerns as set out in the school's Child Protection and Safeguarding Policy.**

### 3. Philosophy & Values

Furze Platt Senior School is a happy, safe and caring learning community that promotes aspiration, motivation, confidence and consideration of others, enabling potential to be realised and young people to flourish. Our Behaviour for Learning Policy reflects this. Our ethos is founded on encouraging good behaviour through praise, the celebration of success and recognising and rewarding achievement. This philosophy is one that encourages students to learn together, to be kind and courteous to others, to understand and respect others, and to take responsibility for their actions.

Our aim is for all members of Furze Platt community (students, staff, governors & parents) to be **aspiring, motivated, confident and considerate**.

DfE legislation requires all schools to have measures to encourage good behaviour and prevent all forms of bullying amongst students. The school has a statutory power to discipline students for breaches of school rules, failure to follow instructions, or other unacceptable conduct. This extends to all staff, although the Headteacher may limit certain powers to certain members of staff. Additionally, we have the statutory power to regulate the behaviour of students when off school premises, although this must be proportionate and reasonable.

### 4. Principles

Promoting and reinforcing positive behaviour for learning is underpinned by the following principles:

- Every member of the school community understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- We treat one another with mutual respect and trust, and use language and gestures that reinforce this at all times.
- Students are helped to take responsibility for their actions.
- We all display good manners to one another, wherever we are in the school.
- As a community we work hard to ensure that we learn together to promote these values, which will deliver positive behaviour, and a close partnership between all stakeholders in our school community.
- Teachers play a key role in communicating our expectations and enabling students to achieve these: classroom climate and good teaching have a crucial role to play in fostering good behaviour.
- Frequent and effective communication with all members of the school – parents, staff and students is essential to ensure that everyone understands our expectations and is able to be included in these.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

## 5. Terminology

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18<sup>th</sup> birthday.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## 6. Roles & Responsibilities

### Students will:

- Behave in a manner that reflects the school's values
- Perform to the best of their ability
- Be aware of the consequences of their actions
- Respect others, their opinions, their privacy and their property
- Show respect and common courtesy to all members of the community
- Care for the environment in and around school
- Celebrate the achievements of others

### Parents will:

- Have high expectations of their child
- Ensure that their child attends school regularly, on time and properly equipped
- Support the school policies and guidelines on behaviour, anti-bullying, uniform and mobile phones
- Inform the school about any absences
- Make the school aware of any issues, concerns or problems that might affect their child's work or behaviour
- Encourage their child to take responsibility for their own actions
- Attend parents' evenings and discussions about their child's progress
- Ensure that they are always available for contact and that the school always has up-to-date contact details for all named contacts

### All Teaching and Support staff will:

- Show unconditional respect for students
- Model the behaviour that they expect to see, being consistently positive and fair
- Recognise and praise effort, progress and good behaviour
- Deal consistently with poor behaviour and always in the least intrusive way possible aiming to diffuse any confrontation
- Ensure that students are listened to and supported according to individual need
- Consistently record incidences of recognition or poor behaviour
- Refer all bullying incidents or racist incidents in line with the appropriate policies
- Follow up any concerns with the Form Tutor, Head of House or Head of Department as appropriate
- Follow restorative justice procedures as required
- Ensure that sanctions are actioned in accordance with the Ladder of Sanctions
- Immediately refer any safeguarding concerns to the Designated Safeguarding Lead

**Form Tutors will:**

- Build positive and supportive relationships with their tutees and parents, based on respect for the student and parent
- Act as first point of contact for each of their tutees
- Ensure that expectations of students are monitored daily and adhered to by students
- Liaise with appropriate staff when monitoring individual students within their tutor groups
- Ensure that all members of their tutor group are informed of relevant tutor notices
- Follow the tutorial programme in line with Head of House guidance
- Take their registers within the first 10 minutes of form time

**Classroom teachers will:**

- Have prime responsibility for behaviour management within the classroom
- Engage students by delivering well-planned, stimulating lessons
- Meet and greet the students at the classroom door at the beginning of each lesson
- Recognise students' efforts and progress consistently within the lesson, and record as appropriate
- Respond to inappropriate behaviours consistently within the lesson, ensuring that each student understands when they are being reprimanded that it is their behaviour that is unacceptable not themselves
- Repair and recover working relationships with students before the next lesson, or as soon as is possible, making each day a fresh start
- Take responsibility to follow up truancy and lateness to their lessons
- Liaise with tutors prior to contacting parents to discuss behaviour issues
- Ensure that the Cover Supervisors and Teaching Assistants have clear guidance and direction when supporting and covering lessons
- Will take their registers within the first 10 minutes of each lesson

**Heads of Department will:**

- Have a responsibility to support members of their department in implementing the Behaviour for Learning policy consistently
- Within the overarching principles of this policy adopt structures to use discretion when managing student behaviour
- Ensure any additional procedures for promoting and managing student behaviour (as mentioned above) are employed consistently and without prejudice
- Use data to monitor the behaviour patterns of individuals or groups of students in lessons within their department and take appropriate action
- Intervene with cases of persistent low level disruption within the department, and impose departmental sanctions where appropriate
- Liaise with Heads of House or SLT in cases of more serious incidents within the department, and agree sanctions where appropriate
- Be responsible for their staff recording and evidencing of behavioural incidents within their department
- Be responsible for establishing a department support system if appropriate

**Heads of House & Pastoral Team will:**

- Ensure that form tutor teams fully implement their responsibilities within the policy through their monitoring and reviews, taking action to redress the situation if policy is not being implemented consistently
- Promote and praise positive behaviour through assemblies and other means
- Analyse behaviour & attendance data in conjunction with student performance data, identifying and monitoring patterns and trends for discussions with appropriate staff
- Intervene in cases of persistent low level disruption
- Within the overarching principles of this policy, adopt structures to use discretion when managing student behaviour
- Manage the follow up when serious incidents or incidents of bullying have been committed by students in their house
- Ensure excellent communication to all staff and departments when more sophisticated techniques are needed in order to support the most vulnerable of students
- Ensure continuity if a tutor is absent (for an extended period) by briefing supply staff or stand in tutors
- Liaise with other professionals within the school, and external agencies where appropriate, to support the individual needs of students within the house
- Work with SLT, SEN and/or outside agencies in developing Pastoral Support Plans for students

**All Senior Leaders will:**

- Be available to respond promptly to any serious incident
- Ensure that they are aware of any student whose behaviour may be affected by home or other circumstances and that they have shared this information with other personnel as necessary
- Be proactive and intervene early to prevent behaviour issues escalating
- Build positive relationships with the students to foster trust and mutual respect
- Have responsibility to ensure that the ethos and values of the school are maintained and that the policy is equitably applied.
- Have responsibility to ensure that resources are deployed in order that the policy is supported, particularly with appropriate professional development
- Within the overarching principles of this policy, provide structures/conditions for staff (particularly Middle Leaders) to use discretion when managing student behaviour,
- Ensure any additional procedures for promoting and managing good behaviour are employed consistently
- Impose sanctions, other than exclusion, where appropriate

**Senior Leaders (Deputy Headteacher & Inclusion Team) will:**

- Maintain responsibility for the day to day management and implementation of the Behaviour for Learning Policy
- Maintain day to day responsibility for all investigation and evidence required leading to more serious sanctions, including exclusion of students, in consultation with other members of the Leadership Team and Heads of House as appropriate
- Take responsibility for and implement, in consultation with Heads of House, a coherent and consistent rewards system
- Maintain responsibility for links with external support agencies

### **The Headteacher will:**

- Maintain overall responsibility for the implementation of the Behaviour for Learning policy
- Maintain responsibility to hold other staff and leaders to account for their part in the consistent implementation of the policy
- Ensure that the application of the behaviour for learning policy reflects the ethos and values of the school
- Maintain responsibility for, and exercise discretion, in all external exclusions, both fixed term and permanent

### **Governors will:**

- Support the school in promoting positive behaviour, unconditional respect and high quality teaching and learning
- Support the school in developing a clear and widely understood system of recognition and sanctions
- Recognise that discretion may be used in individual circumstances
- Support permanent exclusion in extreme cases and fixed term exclusion as a temporary measure
- Monitor the implementation of the policy to ensure its effectiveness

Our behaviour policy has **two strands** to it:

- Promoting Behaviour for Learning - recognising and rewarding effort and good behaviour
- Sanctions and strategies for effectively managing behaviour.

It is our belief that we place much more emphasis on the first of these two strands whilst recognising that it is important to have a clear procedure in place for the second.

The school has a statutory duty to ensure that this policy is carried out with a view to safeguarding and promoting the welfare of children and the general duty to eliminate discrimination.

## **7. Promoting Behaviour for Learning**

Students have told us that they want to be recognised whenever possible for good behaviour, for making a positive contribution and for progress and achievement. It is important to understand that students will progress at different rates depending on their different skills and aptitudes and teachers should take care to ensure that recognition is provided equitably and fairly.

**At Furze Platt, recognition and reward is earned through hard work, effort and a determination to succeed.** The school requires ALL students to have high standards and expectations. ALL students are expected to have the enthusiasm and desire to achieve their personal best and also to motivate others through shared endeavour. ALL students are expected to show consideration to their environment and all those around them.

### **7.1 Ready to Learn rules**

We want to help students take responsibility for their own progress. There are a clear set of **Ready to Learn** rules which promote excellent behaviour for learning in lessons.

The **Ready to Learn** rules are:

- To arrive on time and in correct uniform
- To have the correct books, diary and equipment
- To listen carefully to the teacher and each other
- To follow the instructions of all staff
- To use appropriate language

Students are recognised in every lesson for adhering to the five **Ready to Learn** Rules with a stamp in their diaries for each of their lessons, which also acts a report to parents and staff.

## 8. Recognising effort and progress

Furze Platt Senior School is committed to recognising the efforts and contributions that all of our students make towards their work, the school and the wider community. The school is clear that regular acknowledgement of students is an essential part of their continued progress and development. This recognition is most effective when it is:

- Spontaneous and credible
- Clearly linked to achievement or accomplishment
- Personalised to the individual

### 8.1 Reasons for Recognition and Reward

May include, although is not limited to:

- Full and sustained engagement with learning in the classroom
- Representing the school - taking part in sports, house challenges, visits, trips, extra-curricular clubs, by being an ambassador for the school
- High attendance
- Community and charity involvement
- Fulfilment of the school's values and ethos

### 8.2 Types of Recognition

Types of recognition include:

- Praise within lessons
- Positive comments on work
- Positive phone calls home
- Recording of recognition and reporting it to parents
- Postcards
- Public praise, including school newsletter & House awards
- Examination success
- Attendance recognition letters

### **8.3 Recording Recognition**

Recognition is recorded under the following categories, with Positive Points awarded for :

- Recognising Excellence
  - Students can gain recognition for their excellent contribution to the school community at any time. This can be for their participation or progress in a lesson, for great team work, strong leadership or supporting others
- Head of House Recognition
  - All Heads of House will award recognition points to all students to go above and beyond in support of their house, while also contributing to the values and ethos of the school
- Head of Department Recognition
  - All Heads of Department will recognise students who consistently demonstrate an excellent attitude to their studies in their subject – in particular, those students who not only do everything possible to promote their own progress but also aid that of others
- SLT Recognition
  - Senior Leaders will recognise students who are outstanding ambassadors for the school community, regularly going above and beyond what is expected of them
- Headteacher Recognition
  - The Headteacher will note the contribution of students who have made an exceptional contribution to the school and wider community

## **9. Sanctions and strategies for effectively managing behaviour**

There will inevitably be occasions when a student's behaviour is not acceptable within the school's code of conduct and a consequence is necessary. We are clear that sanctions are not about retribution, but about empowering students to understand the difference between right and wrong, and giving them strategies to ensure that they make the right choices in future. Wherever possible, students should be given the opportunity to reflect on the poor choices that they made, and where appropriate, make reparations for this. Through use of restorative justice, we aim to ensure that all of our students behave in as kind and considerate manner as possible – towards all members of their community.

We have a clear ladder of sanctions. This ladder means that staff and students alike are able to see that all students are treated equally and fairly. Every student will be given a warning to give them the opportunity to modify their behaviour before there is any sanction. Any sanctions that are issued must be proportionate and fair. We will also monitor the issuing of sanctions to ensure that they meet our Equalities Policy.

The school will use detentions when it is deemed appropriate. In law the school has the right to set detentions outside school hours in term time, including at weekends (except weekends preceding or following the half term break) and on training days. Whilst parental consent is not required for detentions we will always inform parents of any detention scheduled to last more than 10 minutes.

### 9.1 Pupil support

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

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies, plan support programmes for that child, provide an alternative curriculum, or consider a multi-agency assessment for students who display continuous disruptive behaviour. We will work with parents to create the plan and review it on a regular basis.

### 9.2 Students' behaviour outside school

At Furze Platt we want to ensure our students are safe travelling to and from school and that they are encouraged to behave in a responsible and respectful manner. Occasionally there will be circumstances when we believe it is appropriate to sanction behaviour that takes place outside school. For example:

- Any antisocial behaviour travelling to and from school and/or whilst wearing school uniform
- Taking part in a school organised or school related activity off site
- Misbehaviour which could have repercussions for the orderly running of the school, that poses a threat to another student or member of the public or could adversely affect the reputation of the school.

### 9.3 Bullying

**Bullying** is defined as the repetitive and/or intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful and/or
- Repeated, often over a period of time and/or
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy**.

#### 9.4 Exclusion

The Headteacher has the power to exclude. This is included within the ladder of sanctions. Further details can be found in the separate **Exclusions Policy**.

At Furze Platt Senior School, there is an escalating scale of exclusions:

- Students may temporarily be excluded from a lesson. In most cases, this will be after the school's positive behaviour procedure has been followed, and a student still refuses to co-operate. In this instance, the student can be removed from the lesson either by the Curriculum Leader, or the Senior Leadership Team member on duty. Students will then be placed in a 6th Form lesson.
- For more serious or repeated misdemeanours, a student may be placed in the Reflection Room for a period of up to two days. They will be supervised and provided with work, but will not be allowed into lessons. Additionally, their break and lunch will be at a different time to the rest of the school.
- Fixed term exclusions from school. These will usually only be applied once a student has failed to respond to lesser sanctions or for a small number of incidents considered so serious by the school that a one day exclusion is automatic (e.g. swearing at a member of staff).
- In the most serious cases, permanent exclusion from Furze Platt Senior School may be the only option left to the Headteacher.

#### 9.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our **Child Protection & Safeguarding Policy** for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Effective approaches to behaviour are characterised by a healthy balance between the rights and responsibilities of staff and students, based on mutual respect. However, it should always be clear that the Headteacher, teachers and other school staff are in charge. We have a duty of care to ensure that the learning environment is a safe, secure and enriching place to be at all times.

## 10. Restorative Justice at Furze Platt

At Furze Platt we recognise that sanctions are sometimes necessary. However, longer term positive behaviour is achieved through young people developing a better understanding of the consequences of their actions – such that they make positive choices about their behaviour. Restorative justice plays an essential part of that process as it:

- Repairs harm caused to relationships and communities by conflict
- Focuses upon the harm caused, rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected
- brings all parties together with an impartial facilitator to consider, from all points of view, what has happened and what can be done to put it right
- encourages people to take responsibility for their actions

Through mediation, restorative justice enables:

- both parties to tell each other how their actions of affected each other
- both parties to explain why they acted in the way they did
- apologies to be offered and received
- opportunities for the offender to be re-integrated

Restorative justice at Furze Platt is based upon four key features:

- Respect
- Responsibility
- Repair
- Reintegration

## 11. Pupil Transition – KS2-3

To ensure a smooth transition for all incoming Year 7 students each year, multiple transition activities are arranged:

- Furze Platt's transition co-ordinator visits as many feeder primary schools as possible
- Relevant data is gathered on all students
- SENCO and ASD teams visit all students with EHCPs
- All Year 6 students have a Transition Day at Furze Platt during the summer term before they start with us, where they meet their peers, Heads of House and gain an initial experience of secondary school.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **12. Equal Opportunities**

Furze Platt fully recognises its responsibility and role in promoting and providing equality of opportunity for all, regardless of gender, religion, race or disability.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom;
- deal with any prejudice-related incidents that may occur;
- identify and challenge bias and stereotyping in the curriculum;
- support pupils in their class for whom English is an additional language;
- keep up-to-date with equalities legislation relevant to their work.

## **13. Evaluation of Behaviour for Learning**

The policy is reviewed every three years by the SLT and Pupils & Parents Governors Committee.

## **14. Links to other policies**

- Child Protection & Safeguarding
- Anti-Bullying
- Exclusions
- Drugs

## Appendix 1: Powers of Staff

The Department for Education is clear that the school has a number of legal powers. In certain circumstances, the Headteacher, or other staff at her direction have the power to:

- Search and/or screen students for prohibited items. We have the right to confiscate, retain and dispose of inappropriate items, although it is usual for parents to collect items. Obviously, in the case of illegal items, disposal or referral to the police is appropriate.
- Where appropriate, use reasonable force or make physical contact
- Discipline students beyond the school gate

### Confiscation

In certain circumstances, the Headteacher, or other staff at her direction have the power to:

1. **Confiscate Items:** The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a sanction and protects the member of staff from liability for damage to, or loss of, any confiscated items. At Furze Platt the following general approach to confiscation is adopted:

- **Mobile phones or other electronic devices** – these need to be out of sight or sound. If they are seen or heard they will be confiscated and sent to Reception where they will be retained until such time as a parent is able to come and collect the phone
- **Non uniform items** (e.g. jumper, hoody or jewellery) these will be confiscated and returned to a student at the end of the school day. If a student persists in wearing an item it may be withheld until a parent comes in, or for an extended period, at the discretion of the Head of House or member of the Senior Leadership Team.
- **Any other item which is inappropriate, illegal or a deemed health and safety risk including:** fireworks, alcohol, cigarettes, drugs, pornographic images, weapons or any item that could be used as a weapon. These will be confiscated and either returned directly to parents, destroyed or handed to the police, depending on the nature of the item.

2. **Power to Search**

**The law allows the school to search for 'prohibited items' including:** fireworks, alcohol, cigarettes, drugs, pornographic images, weapons or any item that could be used as a weapon. Students can also be searched if there is reasonable suspicion that they possess:

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item that may be searched for.
- A stolen item

At Furze Platt Senior School students will only be searched as a last resort. Only the headteacher or deputy headteacher may search a student and in all cases will be conducted in the presence of a witness. Any search will respect the dignity of the

individual. If a student refuses, the school can apply what they consider an appropriate sanction. In some circumstances it may be appropriate to call the police.

### **3. Power to use reasonable force**

**The school places high importance on the safety of all individuals. At Furze Platt Senior School we would only use this power as a last resort and in the following circumstances:**

- To prevent a student committing an offence, injuring themselves or others or damaging property
- When a student's behaviour may be prejudicial to health and safety

Any member of staff is able to use reasonable force in these circumstances, however they must also be mindful of their own safety and, if necessary, send for Senior Leadership Team support.

## Appendix 2: Drugs & Alcohol in School

Details of our school's approach to preventing drug and/or alcohol abuse are found in our **Drugs Policy**.

If any pupil or adult on school premises is found in possession of an unauthorised drug it will be confiscated. If necessary a search of the individual will be conducted (as outlined in the school's behaviour policy.) If the drug is suspected to be illegal, the school will contact the police and immediately hand over the drug. If the substance cannot be legally destroyed or disposed of it will be handed to the police as soon as possible and not stored for any longer than is necessary. Talking with an individual about a drug related incident will have as its purpose to confirm or reject suspicions or allegations, rather than to conduct a wider investigation. Parents of pupils will be informed and other professionals from the LA, Drugs and Alcohol Action Team, Youth Service, Police, Health Service, Social Service etc may be informed or consulted as appropriate.

### Incidents

A drug related incident may include any of the following:

- A pupil who is suspected of being under the influence of a drug;
- Finding drugs, or related paraphernalia on school premises;
- Possession of drugs by an individual on school premises;
- Use of drugs by an individual on school premises;
- Supply of drugs on school premises;
- Individuals disclosing information about their drug use;
- Rumours of drug possession supply or drug use;
- Reports of drug possession supply or drug use.
  
- **Alcohol**  
Pupils are not allowed to bring in alcohol on the school. Parents and visitors under the effects of alcohol will be asked to leave the premises and return at a later date for the safety of the whole school.

## Appendix 3: Attitude to Learning

At Furze Platt we recognise the absolute link between a student having a positive attitude to learning and their outcomes. We measure attitude to learning by the following criteria:

- (1) Outstanding:** The student consistently displays an attitude that promotes rapid and sustained learning and progress over time. They demonstrate mastery of own their behaviour and make every effort to ensure others learn. They always show consideration, respect and courtesy to adults and to each other. They are very well organised, always bring the correct equipment to lessons and consistently complete both class and home learning in time for every deadline. They are independent and highly self-motivated and are always on task, making a full and positive contribution to every lesson. Their work consistently meets or exceeds expectations.
- (2) Good:** The student consistently displays an attitude that enables them to make good progress and achieve well over time. They almost always demonstrate mastery of own their behaviour and make every effort to ensure others learn. They always show consideration, respect and courtesy to adults and to each other. They are well organised, always bring the correct equipment to lessons and consistently complete both class and home learning in time for every deadline. They are independent and self-motivated and are always on task, making a positive contribution to every lesson. Their work almost always meets or exceeds expectations.
- (3) Requires Improvement:** The student does not consistently display an attitude that enables them, or those around them, to make good progress and achieve well over time. They can show a lack of enthusiasm, commitment or willingness to participate. Their behaviour can often lead to low level disruption and they can show a lack of consideration, respect or courtesy to adults or other students. Organisation is variable, with the correct equipment not always being brought to lessons and class and home learning deadlines sometimes missed. They are occasionally off task and need prompting to engage in their studies. Their work frequently meets, but rarely exceeds expectations.
- (4) Cause for Concern:** The student consistently displays an attitude that hinders them, or those around them, from making good progress and achieving well over time. They show a lack of enthusiasm, commitment or willingness to participate. Their behaviour can frequently lead to disruption and they can show a lack of consideration, respect or courtesy to adults or other students. Organisation is variable, with the correct equipment not always being brought to lessons and class and home learning deadlines regularly missed. They are frequently off task and need prompting to engage in their studies. Their work rarely meets expectations.

## Appendix 4: Uniform

We think it is important for all students to keep up a high standard of appearance so that the school's excellent reputation is maintained in the local community. Students must wear school uniform at all times while on school premises and travelling to and from school. They may also be required to do so when on school trips.

All items are available from Hawkinsport in Bourne End **except** Furze Platt Senior School ties which are in House colours and can be purchased at School Reception.

### Girls' Uniform – School Wear

Compulsory	
White shirt	May be purchased anywhere, but must have top button that can be done up. Must be worn tucked in to skirt or trousers
School tie	In House colour. Available from School Reception only
School blazer*	Blue with school crest
School skirt*	Must be purchased from Hawkinsport; our official school skirt is the only style that is permitted. Must reach to just above the knee
Trousers	Trousers may be worn as an alternative to the school skirt. They should be plain black, straight leg and smartly tailored. Denim, cotton jean style, skinny leg or flared trousers are not permitted
Socks	White (plain black may be worn under trousers)
Tights	Black or natural only
Shoes	<b>Black only:</b> low heels, no canvas shoes, no boots, no backless shoes, no trainers
Optional	
V-neck sweatshirt*	Optional, but the only sweatshirt permitted and must be worn under the school blazer. Tie must be visible beneath the collar
Coat	The only style of coat that is permitted is either plain black or navy and must not have a visible logo. <b>Hoodies of any sort (except the official school hoodie which is only for use in PE lessons) are not permitted</b>
Scarf	Plain black or navy only For students who wish to wear a headscarf as part of religious dress, it also should be plain black or navy
Hat	Plain black or navy only. Hats should not be worn inside the school buildings at any times. Baseball style caps are not permitted

### Girls' Uniform – Sports Wear

Compulsory	
Girls' polo shirt*	In school colours (navy with amber strip), cap sleeve and with school logo
Shorts or skort*	Both in school colours (navy with amber strip)
Trainers	Non-marking soles for indoor use
Sports socks*	In school colours and featuring the school's name
Hockey/football boots	For use on all-weather pitch and grass pitches (please note: metal studs <b>must not</b> be worn on the all-weather pitch – we recommend buying moulded studs that can be used on both)
Shin pads	
Mouthguard	
Optional	
Hoodie*	Navy and amber hoodie with a front pocket and featuring the school logo
Further requirements	
Jewellery is inappropriate for school. A wristwatch and single stud in each earlobe is the only jewellery permitted. Any other kind of jewellery will be confiscated. <b>Any other piercings are not permitted and must be removed</b> for school	
Make-up should not be worn to school; nor should nail varnish (except clear). Nail extensions/false nails or false eyelashes are not appropriate for the school environment and indeed are dangerous in certain situations eg PE lessons. Hair styles should be sensible and appropriate to the working environment. Unnatural hair colours are not permitted	

\*Only available from Hawkinsport

### Boys' Uniform – School Wear

Compulsory	
White shirt	May be purchased anywhere, but must have top button that can be done up. Must be worn tucked into trousers
School tie	In House colour. Available from School Reception only
School blazer*	Blue with school crest
Trousers	Plain black, smartly tailored trousers. Denim or cotton jean style trousers are not permitted
Socks	Black or dark grey only
Shoes	<b>Black only:</b> smart style shoes. No logos, no trainers, no trainer style or canvas shoes
Optional	
V-neck sweatshirt*	Optional, but the only sweatshirt permitted and must be worn under the school blazer. Tie must be visible beneath the collar
Coat	The only style of coat that is permitted is either plain black or navy and must not have a visible logo. <b>Hoodies of any sort (except the official school hoodie which is only for use in PE lessons) are not permitted</b>
Scarf	Plain black or navy only
Hat	Plain black or navy only. Hats should not be worn inside the school buildings at any times. Baseball style caps are not permitted

### Boys' Uniform – Sports Wear

Compulsory	
Boys' polo shirt*	In school colours (navy with amber strip), short sleeve and with school logo
Rugby top*	In school colours, long sleeved and with school logo. Reversible
Shorts*	In school colours (navy with amber strip)
Trainers	Non-marking soles for indoor use
Sports socks*	In school colours and featuring the school's name
Boots for rugby and football	For use on all-weather pitch and grass pitches (please note: metal studs <b>must not</b> be worn on the all-weather pitch – we recommend buying moulded studs that can be used on both)
Shin pads	
Mouthguard	
Optional	
Tracksuit	Navy, no logo
Hoodie*	Navy and amber hoodie with a front pocket and the school logo
Further requirements	
Jewellery	A wristwatch and single stud in each earlobe is the only jewellery permitted
Hairstyles	Should be appropriate to the working environment. Shaved heads or shaved patterns in hair are not permitted. Unnatural hair colours are not permitted

\*Only available from Hawkinsport