



**Oldbury Wells School
Member of the Bridgnorth Area Schools' Trust**

Behaviour Policy

FREQUENCY OF REVIEW: Annually

RATIFICATION: Spring Term 2018

**DATE OF NEXT REVIEW: Spring Term 2019
unless there is a material change**

RATIFIED BY: OWS LGB (12 February 2018)

BEHAVIOUR POLICY FOR OLDBURY WELLS SCHOOL

Purpose / Background

This policy describes Oldbury Wells School's approach to promoting positive behaviour.

Positive behaviour is an essential component of an effective teaching and learning environment. Oldbury Wells School is committed to the promotion of positive behaviour for all pupils and to supporting pupils to develop their social, emotional and behavioural skills. This policy provides the framework within which all staff, pupils, parents and carers can contribute to the development and maintenance of an environment where learning will flourish.

The school has two key values that underpin this commitment:

- meeting the needs of all pupils; and
- including all pupils, regardless of their ability or background.

The school takes action to promote equality. We assess the impact of this policy and its implementation on any vulnerable individuals or groups needing temporary support, e.g. following bereavement.

The promotion of self-discipline and respect for others also guides the school's actions to promote positive behaviour and informs the school's response to any kind of bullying or intimidation.

These values inform the behaviour of all members of the school community - pupils and adults alike - and will form the basis upon which the school asks for support and assistance from parents, carers, other members of the community and supporting agencies.

Policy Objectives

- To encourage positive behaviour, with all pupils and adults working to agreed standards
- To set expectations that all pupils will be encouraged to learn the social, emotional and behavioural skills required for citizenship
- To maintain a school environment where pupils are encouraged to behave appropriately because they feel they are valued members of the school community, and that they are safe, secure and at ease.

Learning and Teaching

Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour. Pupils learn more effectively when the curriculum is differentiated and, where possible, teaching styles and approaches accommodate individual learning styles and preferences.

Principles

- Staff should use the most appropriate method of teaching, which draws on pupils' experiences and values their contributions.
- Pupils should be received into a classroom where routines are established and high standards expected.
- Explicit and regular praise should be used for all types of achievement.

The PSE curriculum and pastoral programme will be used to teach and promote the social, moral, emotional and behavioural skills necessary for adulthood. All subject areas will provide opportunities to develop and teach these skills so that, through positive behaviour, all pupils can learn and make progress.

Practice and Procedures: Roles and Responsibilities

The promotion of positive behaviour is the responsibility of all members of the school community, including parents and carers. Not all members of the school will play the same part in this process, but each section of the community will have a role.

The Governing Body will continue to work with other members of the school community to review and, if necessary, revise the principles underpinning this policy. Specific responsibilities of the Governing Body include:

- approving policies, including this Behaviour Policy
- monitoring fixed term and permanent exclusions
- ensuring the needs of pupils at risk of permanent exclusion are met.

The Headteacher, with the assistance of other members of the Senior Leadership Team, is responsible for the form and content of the policy, and for its implementation in ways that maintain a school ethos that encourages positive behaviour.

All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour expected from pupils.

Pupils have a role in shaping and promoting the school's Behaviour Policy. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions and consequences. This will be achieved through the School Council, class meetings, tutor time and PSHE lessons. Pupils have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers.

Parents and carers have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage pupils' progress at home. They also have a role to play in advising on the continuing development and improvement of the policy.

Code of Conduct

One function of this policy is to set clear standards of behaviour. Through a Code of Conduct, pupils are informed about the expectations the school has of their behaviour, the manner in which these expectations will be rewarded and the response pupils can expect if they choose not to meet these expectations.

The Code of Conduct has been developed through consultation with staff, pupils and parents/carers. It is based on respect for self, for others and for the environment. It is designed to encourage pupils to develop responsibility for their own behaviour.

The key principles are:

- treat other people and their property with respect and consideration
- take responsibility for your own learning and behaviour
- take an active part in making sure that the school environment is safe and attractive.

The Code of Conduct is included in the pupil planner and will be sent home to parents/carers for information. It will be displayed in parts of school as a reminder of the school's expectations (see Appendix III).

Praise and Rewards

Frequent praise and reward are features of teaching and learning at Oldbury Wells, so that pupils receive recognition for their positive contributions to school life. Contributions might include school work and effort, positive behaviour, adherence to the Code of Conduct, or punctuality to lessons. Praise and rewards are available to all pupils whenever they show progress.

The school will use both informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards (such as awarding rewards points, awards afternoons etc).

The Rewards System for Years 7 to 11 is shown in Appendix II. Rewards points can be awarded by individual staff using the SIMS system and staff are encouraged to award these points every lesson. Points are regularly reviewed by pastoral staff and celebrated in Year Assemblies.

Sanctions

Sanctions should be used to help pupils make appropriate choices about their behaviour. Where they choose to breach the Code of Conduct, pupils have a right to expect fair sanctions.

Consequences and Sanctions have been introduced to ensure greater consistency across the school and to address any low level disruption. This will also share the workload of managing behaviour across the staff and allow pupils to understand the consequences for their actions. The Consequences for Poor Behaviour sheet suggests likely appropriate sanctions and provides support and consistency for all in the school community. There are occasions when circumstances, individual to a case, mean the 'Usual Sanctions' and 'Usual Actions' are varied. We recognise behaviours occur in a context and adapt our Consequences for Poor Behaviour where we feel it is necessary.

Sanctions will be applied consistently and fairly and without prejudice. (Equality Act 2010)

Support Systems for Pupils

Oldbury Wells School is committed to the concept of equal outcomes for all pupils. Some pupils will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential. The school will ensure that differentiated strategies are available to pupils to meet their particular needs.

The school monitors pupils whose behaviour causes concern and organises appropriate support to meet their individual needs.

This identification and support includes:

- regular pastoral reviews to identify those pupils most at risk, included as part of regular academic progress reviews
- short courses on elements of social, emotional and behavioural skills delivered through the Student Counsellor, the Learning Support department or the Pastoral Support systems
- contact with parents/carers in the early stages of a problem
- support from the school's student support workers and school counsellor
- if the pupil's problems are identified as having a SEN aspect, referral to the school's SENCO may lead to additional in-class support from a teaching assistant
- referrals for specialist advice, either for individual pupils, or more generally, for whole school issues concerning behaviour problems.
- consultation with parent/carers and others.
- LA and external liaison via Pupil Planning Meetings and 'outside' agency teams
- one-to-one counselling with a trained specialist.

Support Systems for Staff

All staff have a responsibility to promote and maintain positive behaviour. Guidance is provided for staff on strategies they can employ to promote positive behaviour and respond to misbehaviour. At times, staff may feel that they cannot cope with a particular problem, when this happens they will receive support and additional advice.

Advice is available from Heads of Department or Heads of Year depending on the nature of the difficulty. Staff training is also offered by pastoral staff, who have particular expertise in strategies for promoting positive behaviour.

If a pupil has special educational needs rather than additional needs, formal and informal support is also available via the school's SEN or Behaviour Support systems where appropriate. In this case a referral can be made to the school's SENCO or relevant Year Tutor.

Standards of behaviour are monitored regularly to ensure that success is identified and recognised and, where necessary, areas for improvement may be included in specific action plans to address the problem.

Support Systems for Parents

Oldbury Wells School is keen to facilitate and increase effective and on-going parent/carer support for all its policies and practices.

Parents and carers who express concern to the Tutor or Head of Year about managing the behaviour of their child are offered support from a range of services coordinated by the school, including the SENCO, the Student Support Workers, the Educational Welfare Officer, and some 'outside' services. Parents/carers may also be signposted to appropriate online web sites.

If school staff have concerns about a pupil's behaviour, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the school, for a solution to the problem. This process will always respect the opinions and situation of the family, pupil and the school.

We will do our best to engage parents and carers who are hard to reach through a range of additional measures including, where appropriate, home visits and Educational Welfare Officer involvement.

Monitoring

To ensure that high standards of behaviour in Oldbury Wells School are maintained, the school has systems for monitoring behaviour in place. These systems include monitoring the behaviour of individual pupils, so that actions to promote positive behaviour are constantly improved. Monitoring also considers pupil groups – especially more vulnerable groups.

Monitoring mechanisms include reviews of exclusion data to determine the nature of exclusions and whether any particular group of pupils (for example sex, ethnicity, disadvantaged or SEN) is over-represented in these figures. The data collected may cover factors such as the behaviour leading to the exclusion, the setting, the subject, the time of day and the adults involved. The school monitors all incidents of racial abuse, hate crime or bullying carefully. Fixed term or permanent exclusions will result in a careful examination of the events leading up to the exclusion and the forms of support offered to the pupil.

Positive and negative behaviour is reviewed and analysed to inform action planning at an individual, group or whole school level. This includes sources of data such as: referrals to Heads of Year; use of detentions; use of praise and rewards, merits and certificates; and parental contact. The progress of pupils with statements of SEN is monitored carefully.

Related policies and documentation include:

- Anti-bullying Policy
- Home School Agreement
- ICT and Data Security Policy

Appendices

- I. Classroom Poster: Consequences for Poor Behaviour
- II. Rewards System
- III. Code of Conduct
- IV. Behaviour for Learning – Developing Skills and Establishing Routines
- V. Classroom Poster
- VI. Classroom Poster
- VII. The Commendation Award
- VIII. Statement Relating to Exclusions
- IX. Statements Relating to Searching; use of reasonable force, conduct of pupils outside of lessons and bullying
- X. Code of Conduct on School Transport

The Behaviour Policy has been adopted by the Local Governing Body of Oldbury Wells School

Signed _____
Chair of Oldbury Wells Local Governing Body

Dated _____

Signed _____
Headteacher

Dated _____



Our Behaviour, Rewards and Sanctions Policy

CONSEQUENCES & SANCTIONS

Staff will issue the following sanctions for poor behaviour:

C0 - Low level disruption = verbal warning

C1 - Repeated low level disruption = 10 minute Teacher Detention (at break or lunchtime)

C2 - More serious incident in lesson = 20 minute Cluster Detention (at lunchtime)

C3 - More serious misbehaviour = 30 minute Key Stage Detention (on Friday lunchtime)

C4 - Repeated more serious misbehaviour = 60 minute SLG Detention (on Friday after school)

C5 - Refusal to comply with school code of conduct – Internal Exclusion (working in isolation)

**Further serious incidents of misbehaviour will
be dealt with by a member of the Senior
Leadership Group**

Year 7

Rewards Points	Rewards
25	Bronze Badge / Early Lunch Pass
50	Silver Badge / Early Lunch Pass / Afternoon Tea
100	Gold Badge / Early Lunch Pass / Afternoon Tea / £5 voucher
150	Super Gold Badge / Early Lunch Pass / Afternoon Tea / £10 voucher
200	Headteacher's Badge / Early Lunch Pass / Afternoon Tea / £15 voucher
300	Governor's Badge / Early Lunch Pass / Afternoon Tea / £20 voucher

Year 8

Rewards Points	Rewards
25	Early Lunch Pass
50	Early Lunch Pass / Afternoon Tea
100	Early Lunch Pass / Afternoon Tea / £5 voucher
150	Early Lunch Pass / Afternoon Tea / £10 voucher
200	Early Lunch Pass / Afternoon Tea / £15 voucher
300	Early Lunch Pass / Afternoon Tea / £20 voucher

Year 9

Rewards Points	Rewards
25	Early Lunch Pass
50	Early Lunch Pass / Food Voucher
75	Early Lunch Pass / Food Voucher / £5 voucher
100	Early Lunch Pass / Food Voucher / £10 voucher
150	Early Lunch Pass / Food Voucher / £15 voucher
200	Early Lunch Pass / Food Voucher / £20 voucher

Year 10

Rewards Points	Rewards
15	Early Lunch Pass
25	Early Lunch Pass / Food Voucher
50	Early Lunch Pass / Food Voucher / £5 voucher
75	Early Lunch Pass / Food Voucher / £10 voucher
100	Early Lunch Pass / Food Voucher / £15 voucher
150	Early Lunch Pass / Food Voucher / £20 voucher

Year 11

Rewards Points	Rewards
15	Early Lunch Pass / Food Voucher
25	Early Lunch Pass / Food Voucher / £5 voucher (Prom / Hoodie / Year Book)
50	Early Lunch Pass / Food Voucher / £10 voucher (Prom / Hoodie / Year Book)
75	Early Lunch Pass / Food Voucher / £15 voucher (Prom / Hoodie / Year Book)
100	Early Lunch Pass / Food Voucher / £20 voucher (Prom / Hoodie / Year Book)

Appendix III Code of Conduct

Everyone at Oldbury Wells School has the right:

- to learn and to make progress
- to be happy and successful
- to find help and support when needed
- to be treated with respect
- to enjoy a safe, calm school
- to benefit from the opportunities provided in school.

Pupils' personal responsibilities include:

- coming to school every day, ready to learn, taking responsibility for their progress and future
- wearing the correct uniform at all times as outlined in the Uniform Policy
- doing the best that they can in everything they do
- supporting and caring for others and treating them with respect
- making sure others are not prevented from learning or teaching
- looking after their own property and that of the school
- contributing to the good reputation of Oldbury Wells School
- looking after the safety of fellow pupils.

To do this we need basic rules:

- Everyone needs to know what is expected of them.
- Basic rules help to make sure that Oldbury Wells School is a happy and successful place for learning. (eg Home School Agreement and ICT and Data Security Policy – both of which were signed up to on entry to the school).
- There is no place in our school for racism, sexism, hate crime, or aggressive, violent or abusive behaviour, such as bullying. On-line bullying is not acceptable.
- Behaviour which puts other members of the school community at risk should not occur at any time
- Extremist views should not be brought into school
- Our school is one in which every individual is important.

In general:

- Be polite and considerate. Treat others with respect.
- Listen carefully to others without interrupting.
- Move around the building sensibly, calmly and in an ordered way.
- Help others if they are lonely or in difficulty.
- Ask for help or advice if you are unsure or worried about something.
- Leave valuables at home and respect the property of others.

In class:

- Attend every lesson - be punctual!
- Bring books, equipment, PE kit and homework, as and when needed.
- Remove outdoor coats, gloves, hats and scarves when you enter a classroom.
- Follow basic and simple instructions politely and without argument.
- Listen carefully to staff or those in class who have been invited to speak.
- Enter and leave classrooms in an orderly and considerate way.
- Work to the best of your ability in class and with home-learning.

Look after our school:

- Take care of our displays.
- Put litter in bins.
- Keep walls and furniture clean and unmarked.
- Report any damage you see to a member of staff.
- Do not go to “Out –of- bounds” areas
- Maintain the good name of our school by behaving sensibly on your way to and from school.

Never

- bring banned items into school these include: drugs/drugs paraphernalia, weapons, alcohol, cigarettes, e-cigarettes or racist, extremist or sexual literature into school
- behave in a violent way towards any member of the school community. This includes using abusive or insulting language
- take property which does not belong to you
- use you mobile phone or other electronic equipment in school unless you have permission.

Your efforts to support the Code of Conduct will be noticed and acknowledged:

- All pupils have access to praise and to the school rewards systems.

If you choose to ignore the Code of Conduct there may be consequences.

- You will be expected to put right any harm you have caused.
- See Consequences and Sanctions poster for information.
- In more extreme or persistent cases, the Headteacher may exclude you from school for a set period. This will appear on your school record.
- In very extreme, but rare, cases you may be permanently excluded from Oldbury Wells School. All exclusions are governed by the DfE document, Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, September 2017, or any relevant subsequent DfE publication.

Appendix IV Behaviour for Learning - Developing Skills and Establishing Routines:

Effective classroom management skills are developed through experience and appropriate support from colleagues. Training and reflection on personal practice is very important.

In addition, well-prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure good standards of behaviour. Effective lessons are those in which pupils enjoy learning, are fully engaged, make progress and improve their attainment through sustained effort and commitment.

Effective lessons:

- give the big picture
- use positive language
- have high expectations
- address different learning styles
- review learning
- move pupils' learning on
- acknowledge and praise effort and progress.

To achieve this staff should:

- set behaviour for learning objectives as well as other learning objectives for the lesson
- arrive before the class and start the lesson on time
- ensure that pupils enter and leave the room quietly and sensibly
- display lesson objectives clearly
- refer regularly to the Code of Conduct
- ensure that all pupils are able to participate fully in the lesson
- emphasise the positive in learning and behaviour
- use praise and rewards fairly and consistently
- motivate, encourage and engage the pupils
- model and teach positive behaviour, including respect, empathy and social skills
- make sparing, effective and fair use of reprimands
- avoid sarcasm, shouting and threats
- avoid humiliating pupils
- avoid punishing a class for the behaviour of individuals
- keep to time in the lesson and finish on time
- share good practice with colleagues.

Accepted and agreed routines allow lessons to run efficiently. Staff are given some flexibility in setting their classroom routines, but the school does have an agreed minimum standard. If all staff work to these, it is easier for pupils and the less assertive members of staff.

Oldbury Wells School - lessons including registration periods.

At the start of the lesson.

Arrive on time.

Enter the classroom quietly and sensibly and sit according to the teacher's seating plan

Remove outdoor clothing wearing your uniform correctly – mobile phones or headphones should not be seen or heard within school.

Bring all the necessary equipment

Put books, planner and equipment on your desk.

Settle quickly ready for the register or starter activity.

Be ready to work.

During the lesson

Follow instructions first time, every time. [Do politely at once what is asked of you.]

Always work to the best of your ability

Listen carefully to the teacher or those who have been invited to speak

Never distract others

Record and complete home-learning to the best of your ability (Use TED)

Do not eat or chew – ask the teacher if you wish to drink

At the end of the lesson

Wait for the instruction to clear away.

Tidy up your desk and floor space.

Stand quietly behind your seat, check your uniform is smart and wait quietly to be dismissed.

Leave the classroom as you would want to find it.

Move quickly to next lesson in an orderly way.

Remember - if using the crossing – take care!

Oldbury Wells School

Move sensibly, calmly and in an orderly way around school

This includes:

- **Being prompt to all lessons**
- **Waiting sensibly outside classrooms or as your teacher expects**
- **Walking to lessons, keeping to the right along crowded corridors and stairs**
- **Not eating in corridors or classrooms**
- **No sitting on floors in corridors**
- **Being polite, respectful and considerate to others and the school community**
- **Keeping mobile phones and headphones/earphones out of sight – they should never be seen or heard at school**
- **Wearing the correct school uniform**
- **Not dropping litter**
- **Staying away from “out-of-bounds” areas.**
- **Being extra careful if using the crossing**

Appendix VII

The Commendation Award

The commendation certificate is to be awarded when an extra special piece of work is produced. The commendation slips are completed by the subject teacher and passed onto the appropriate administration assistant who will arrange for a congratulatory letter/certificate to be sent home. The award will also be recorded on the pupil's computer file. Any student receiving a commendation award should also be given three rewards points by the subject teacher initiating the award.

Opportunities for praise:

What can you praise?	How can you praise?
Entering the room quickly and quietly.	“Well done” when meeting and greeting.
Listening to instructions, paying attention.	Use of names and verbal praise.
All aspects of good work.	Rewards Point and written feedback.
Being well organised.	Verbal or Rewards Point
Working well in groups etc.	Plan for a repeat activity and tell the group how impressed you are.
Polite or considerate behaviour.	Rewards Point and thanks.
Standard of uniform.	Notify Form Tutor.
Effort.	Rewards Points or commendation – especially for KS4 pupils.
Homework, coursework, tests etc.	Rewards Points or commendation merit, written feedback on work.
Presentation of work.	Rewards Points if maintained.
Consistency.	Rewards Points, especially if a “quiet plodder”.
The work or behaviour of a class.	Verbal feedback in plenary or use of the ‘walkabout’ praise sheets found in the staffrooms.

Appendix VIII

Statement Relating to Exclusions

We operate under DfE guidance, currently: Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, September 2017. Specifically, exclusion of pupils from school is a decision for the Headteacher or her nominated deputy.

At Oldbury Wells, Fixed Term Exclusions (FTE) are used to help to maintain the good behaviour within the school. They are used for serious one-off incidents or cumulative less serious offences and/or when other strategies are not working.

When FTE is being considered all incidents will be carefully investigated and where possible the pupil's account will be heard. Contributing factors will be considered carefully.

The school recognises the need to provide alternate education away from the school site for any pupil excluded beyond five days.

Letters are sent to parents/guardians, which conform to the Government regulations, including an explanation of the reason for and the length of the exclusion, the date of the pupil's return to school and details of any reintegration meeting with the pupil and/or the parents. The letter also informs parents of their responsibility to ensure that their child is not present in a public place during school hours during the first 5 days of any FTE. Failure to abide by this could lead to parents being issued with a fixed penalty notice.

A decision to exclude permanently is a serious one. It will usually be the final step in a process of dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

Any decision to permanently exclude will only be taken:

- a) in response to serious breaches of the schools behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In exceptional circumstances it is appropriate to permanently exclude for a first or one-off offence.

Permanent exclusion is also possible for persistent and defiant misbehaviour including bullying (including, for example, racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

In all of the above, the standard of proof to be applied is the "balance of probabilities", i.e. if it is more than probable than not that the pupil did what he or she is alleged to have done the Headteacher can exclude.

If a crime has been committed it is likely that the school will involve the police.

In all of the above, the Headteacher will take any other factors into account. These include: SEN guidance, pupils with disability, race relations and pupils who are looked after.

The school recognises the procedures for review as set out in Government guidance.

Appendix IX

Statement Relating to Searching: use of reasonable force, conduct of pupils outside of lessons and bullying

Items which are banned in school (e.g. mobile phones) can be confiscated and may be handed back to a pupil at the end of the day. If the pupil fails to cooperate or repeats the offence, parents may be asked to collect the confiscated item. Items such as cigarettes, lighters etc. will be confiscated and disposed of.

At Oldbury Wells, Governors and Senior Leadership Group believe searching pupils or their possessions should only be undertaken by senior staff. These members of staff will follow clear guidelines and will not be able to undertake “body-searches”.

The school can search **without consent** for weapons, knives, alcohol, illegal drugs and stolen items (Government may widen this to include tobacco, fireworks and pornography). The school can confiscate “banned” items as listed in the home school agreement but cannot search unless pupil permission is given.

Power to use reasonable force

Government guidance says teachers have the right to use reasonable force. At Oldbury Wells, Governors and Senior Leadership Group believe we should use restraint and reasonable force rarely and only in exceptional circumstances. The occasions when reasonable force is used are likely to include situations where a pupil is committing an offence or putting themselves or others in danger. If members of staff do use restraint or reasonable force, they are expected to immediately notify the Headteacher.

Conduct outside school

Oldbury Wells will be responsible for pupils’ conduct when they are taking part in a school organised trip or school related activity. The school may choose to become involved in out of school behaviour when students are clearly linked to the school (e.g., wearing school uniform) or where their behaviour may impact upon the smooth running of the school.

To clarify this further, the school can apply the Behaviour Policy where behaviour out of school

- could have repercussions in school
- poses a threat to someone in the school community or
- could adversely affect the reputation of the school.

On-line Bullying (See Anti-bullying Policy)

This is a growing area of concern for most schools. The school cannot monitor the use of social networking sites by its students; this remains the responsibility of parents and carers. Social networking sites *may not* be used in school. The school may choose to become involved and apply the Behaviour Policy, where on-line activity is likely to have an impact on the smooth running of the school or poses a direct threat to a student in school. It is likely that the school will involve the police in such bullying issues.



OLDBURY WELLS SCHOOL **CODE OF CONDUCT ON SCHOOL TRANSPORT**

At The Coach Pick-Up/Drop off Point:

- Always arrive in good time and make sure you have your pass with you. You must show the pass to the driver¹ each time you get on the coach. If you can't produce a pass, you may not be allowed to travel. Remember: **NO PASS may mean NO TRAVEL!**
- You should wait on the pavement, in a safe position away from the road. You must behave sensibly without upsetting local residents or endangering other pedestrians and traffic.
- Don't go near the coach until it has stopped.
- Do not push to get on the coach.
- Make sure that you are getting on the coach to which you are allocated.

On the coach:

- Find a seat quickly without pushing.
- Fasten your safety belt - you must wear it.
- You must listen to the driver and do as he or she says. The driver's job is to drive the coach safely, not to supervise young people.
- Do not move about the coach until it has stopped.
- You must not misbehave when you are on the coach. This is dangerous and could distract the driver. If you need to say something important wait until it is safe to do so.
- Report any incident or accident to the driver when safe to do so, preferably when the coach has stopped.
- You must not eat, or drink on the coach. Take any litter off the coach with you.
- Do not damage or leave graffiti, or interfere with emergency doors, safety belt fastenings or window fittings. Your parents will be charged for any damage which you cause.
- Do not use bad language.
- Keep the gangway and emergency doors clear so that other people can leave the coach safely.
- If there is an accident or breakdown, stay calm and quiet and follow the driver's instructions.

At your destination

- You must not try to get off the coach until it has come to a complete stop.
- You must make sure that you have all your belongings, such as bags, coats and litter, as you leave the coach. If you have forgotten something you should contact the School office.
- You must not try to get back on the coach after you have got off; this is in case it moves off suddenly.
- Older pupils should help to see that younger pupils are well clear of the coach after they have got off.
- You must not cross the road close to the front or rear of a coach or any other vehicle. You must be able to see clearly both ways. Where possible, use a pedestrian crossing.

¹ Driver means the person driving the coach and other coach staff.

Remember – Be polite and courteous at all times. You are representing yourself, your family and your school. Don't let them down!

- Unacceptable behaviour will not be tolerated and action will be taken if you do not follow these guidelines. The School reserves the right to suspend or disallow the right of an individual to use the coach service. Your parent or guardian will then be responsible for transporting you to School.

PARENTS AND GUARDIANS

- Please ensure that your child is accompanied to the bus stop or they follow a safe route to the bus stop and that they know the safest crossing places.
- You are responsible for ensuring that your child has a pass each time they board their coach. Drivers are required to check passes. If your child fails to produce one, he or she may be refused transport. You will then have to make alternative arrangements, at your expense, to get your child to School until a pass can be produced.
- Your child has been placed on a particular coach. It is important that they travel on this and not another coach. It is important that the School and bus operator knows who is on the coach in case of accident or emergency.
- If your child loses or damages their pass, please contact the School office to purchase a new one.
- Please make your child aware of the dangers of behaving in a disorderly way. Please ask them to act sensibly whilst on the coach and at the bus stop, for their own and others' safety.
- Make sure your child knows what to do if their coach is late or does not arrive.
- Please ask your child to show the driver respect and follow any instructions he or she may give. Please encourage them, also, to remain seated at all times and wear a seat belt where fitted. Drivers' primary function is to transport children from home to School. They may not be able to do this if children are misbehaving.

Please Note – you will be held responsible for any vandalism by your child. It will be treated as criminal damage.

- Please notify the staff of the School office immediately of any changes to your circumstances. If your child no longer needs the bus pass, please return it to the School transport office.
- If you have any concerns about school transport contact the School office.

Disciplinary Procedures Following Breach of the Code of Conduct

Following report of an incident of unacceptable behaviour or such behaviour that contravenes the School transport code of conduct, the incident will be investigated. If we find one or a group of pupils is at fault, we will contact their parents or guardians to inform them what has happened and the action we are taking. Depending on the seriousness of the incident, and the history of any previous incidents the pupil has been involved in, the course of action may be:

1. Warning letter
2. Final warning letter
3. Suspension or ban from School transport

In the event of a suspension or ban it will be the parent or guardian's responsibility to take their child to and from School. The contractor and School will be informed of the action taken so that they can ensure that any suspension or ban is upheld. In cases of criminal behaviour the police will be informed.

The School's Commitment

We will:

- Deal with your queries and requests promptly.
- We will try to issue passes within five working days.
- Provide contractors with up-to-date information on pupils authorised to travel on their buses.
- Plan journeys to minimise journey times whilst providing a cost-effective and efficient service.
- Investigate thoroughly and impartially all incidents reported and complaints made. We will respond to the complainant as soon as the investigation is complete under the school Complaints Procedure.
- Regularly monitor the safety and quality of School transport: safety of School transport is our primary concern.
- Treat everyone equally and fairly, according to the conditions of our policies and contracts.