

BEHAVIOUR AND DISCIPLINE POLICY

Last update: March 2016

The underlying principle behind all aspects of the school's expectations for the conduct of students is that they will behave in a way which allows them and others to make the best possible progress in an environment where they are emotionally and physically secure. High standards of behaviour are essential for students to enjoy their time at school and for the achievement of results which reflect each student's ability.

Each student is expected to behave in a way which enables them to make the best possible academic and social progress. This requires the student to follow the school's code of conduct, to focus on their work in lessons, to endeavour to complete all work to the highest standards of which the student is capable, to complete all homework set and to respect and care for the wider school, in terms of the school community including all staff and other students, its buildings and resources.

Each student is expected to support the work of others by respecting their efforts, providing encouragement to other students and never seeking to put down the achievements of others through ridicule or other negative actions.

In and out of lessons, students are expected to behave in a polite and courteous way at all times. Students must respect the needs and sensitivities of other members of the school population and each must play their part in generating and maintaining a community which is safe and enjoyable for all.

This policy also applies to students on the way to and going home from school, at any time on the school premises or any incident related to the school. At these times, the safety and security of students must be maintained. Also, at these times, poor behaviour can have a negative impact on the reputation of the school which has an adverse effect on all members of the school community. However, it should be noted that the lack of direct supervision by the school means that the responsibility for the child's behaviour is shared, in varying proportions, between the school, parents and, where appropriate, the school bus companies and the police.

When students act in ways which are in conflict with the above, sanctions will be used together with relevant support. The intention at all times is to help the student to behave well so that they can benefit from their time at school and make good academic and social progress and therefore sanctions will generally be accompanied by support to help the student to improve their conduct.

Classroom Expectations

The school aims to have a consistent approach in terms of expectation and action. Students will be 'challenged' when they are not meeting the school's expectations but this will be done in a non-confrontational way. It is the school's responsibility to help students to avoid the escalation of issues and deal with concerns one-to-one, so that they do not feel humiliated or 'play to the crowd'. This approach reinforces our value of mutual respect.

- Students should be quiet and listen when the teacher/other students are talking
- Entry and exit should be orderly
- Students should treat the teacher and other students in the way that they expect to be treated
- Students should get ready to work as soon as they arrive in the classroom – this includes having books, equipment and journals out of bags
- Students should follow instructions without argument
- Students are expected to try their best with the work that they are given

Low Level Disruption

The list below shows the types of behaviour that cause low level disruption in the classroom and at tutor time.

- Questioning/challenging the teacher's instructions
- Talking over the teacher
- Inappropriate language
- Distracting other students from learning
- Low level chatter
- Homework concerns
- Late to lessons
- Not completing classwork
- Lack of equipment

Appendix 1 shows the stages that staff use within one lesson. This also shows how and when parents are informed about increasing concerns. Concerns about persistent low level disruption feed into the school's 8 stage behaviour structure (Appendix 2)

Dealing with serious incidents in the classroom:

The following types of behaviour will result in the immediate removal of the student from the classroom and are likely to lead to internal exclusion or a fixed term exclusion.

- Affecting other people's health and safety
- Out of care and control of the teacher
- Offensive language directed at a member of staff
- Abuse on the grounds of a protected characteristic (e.g. race)
- Inappropriate sexual behaviour
- Total defiance
- Dangerous behaviour
- Physical/threatening behaviour towards staff or students
- Severe damage to property

In most cases, longer fixed term exclusions (of 6 days or more) are used when the behaviour which resulted in shorter exclusions has continued. A long fixed term exclusion may be used as a first response to certain behaviours such as setting off the fire alarm or bringing alcohol or certain illegal substances to school. For exclusions totalling more than 15 days in one term, the Governors' Disciplinary Panel meet to consider the exclusions, in accordance with the DfE statutory guidance.

Intimidating and Aggressive Behaviour

This section should be read in conjunction with the school's policy to tackle bullying.

The bullying policy makes a number of references to the steps which will be taken by the school to ensure that all members of the school community understand that bullying is unacceptable. Many of these steps will also seek to ensure that any form of intimidating or aggressive behaviour is considered to be unacceptable whether covered by the broad definition of bullying or not.

Examples of the kinds of behaviour which are not necessarily bullying but are covered by this section include:

- Older students behaving in ways which are threatening to younger students – either intentionally or not;
- Students responding in a physically aggressive manner to unintentional physical contact;
- Excessively aggressive versions of games played at break and at lunchtime;

- Unacceptable behaviour when not directly supervised, for example on the way to and from school, threats via social networking

The school recognises that these and other forms of intimidating and aggressive behaviour take place and will seek, through the curriculum, across the curriculum through SEAL (Social and Emotional Aspects of Learning) and through other activities, to prevent such behaviour and to help students to understand the effects that their actions have on others.

If this kind of behaviour does take place, the school's sanctions procedures will be used. These may be accompanied by appropriate support for students who have difficulties in avoiding or controlling aggressive responses.

As with bullying, students who are subjected to intimidating or aggressive behaviour must be encouraged to inform a member of staff so that appropriate action can be taken.

Cases of intimidating or aggressive behaviour are recorded in the school's behaviour log.

Items not permitted in school

The school has established certain guidance with regard to items not permitted in school. Where such items are brought in or are otherwise in the possession of a student, our policy is to confiscate them. Please see out confiscation policy for more details. The following gives some guidance as to which items which are not permitted in school:

- *Cigarettes, tobacco, cigarette papers, cigarette lighters, matches etc
- *Alcohol, **illegal drugs and substances**
- ***BB guns**, knives, **fireworks**, catapults etc
- ***Stolen items**
- *Pornographic images (paper copies or electronic held on phones/other devices)
- *Any article that the member of staff reasonably suspects has been, or is likely to be, used to: commit an offence; cause personal injury; damage property.

** Denotes items which will not be returned to students. Of these listed items, the ones in bold would not be returned to parents but disposed of by the school or handed to the police. Professional judgement will be used as to whether other items are returned.*

Possession of one or more of the items listed above is likely to result in a sanction up to and including permanent exclusion.

Permanent Exclusion

Permanent exclusion is used as a final step when other strategies have failed to result in acceptable behaviour by a student or in response to extreme behaviour or actions which puts the safety or effective operation of the whole school at risk. The following list is not exhaustive, but the types of behaviour which are likely to result in permanent exclusion include:

- Physical violence towards a member of staff;
- Repeated or extreme violence to another student;
- Possession of illegal drugs depending on the substance, quantity and circumstance.
- Repeat possession of illegal drugs
- The supply of illegal drugs to other students;
- Repeated incidents of theft;
- Refusal to cooperate with any member of staff such that the student is not under the school's care and control;
- The persistent disruption to the learning of other students;
- Bullying which has continued after other sanctions, including fixed term exclusion, have been used.
- Possession of a weapon with the real or perceived intention to use it to cause harm to another person.

Support

When a student behaves poorly, they must be made aware of their behaviour and, in most cases, the reasons why the behaviour is unacceptable.

If the poor behaviour continues, consideration should be given to discussion with the student's parents. It is likely that this will be arranged by or in liaison with the student's teacher, the relevant Head of Department or Head of Year. The intention of this discussion would be to engage the support of the parents and help the child to understand that the school's view of their behaviour is shared by the parents.

The school's behaviour stages are used as described in the table below. If problems persist, sanctions will increase accordingly.

Similarly, a range of forms of support will be considered.

If the poor behaviour continues such that a student is spending increased time in T9 or has had a number of fixed term exclusions a Pastoral Support Plan (PSP) is likely to be put into place. This will generally be used when there is a risk that the child may be permanently excluded. A PSP is set up at a meeting which includes an Assistant Education Officer from the LA, Deputy Headteacher, the student's Head of Year, the student's parents and the student themselves. Clear targets are set. The plan will operate for a period of approximately 16 weeks. It is reviewed at this stage and may be terminated, adjusted or continued according to the student's progress.

Monitoring

The Wellbeing committee will receive frequent reports about behaviour, including numbers of students on each of the behaviour stages; exclusion statistics and analysis of trends within this data.

Appendix 1:

Stage 1: Verbal warning and name on board (if possible)

Stage 2: The student is moved to another seat in the classroom if this is possible and will not affect others' learning. If not, the student should be sent out very briefly so that the member of staff can talk, away from peers, about behaviour and the next consequence.

Stage 3: The student should be warned that further concern will lead to relocation. Sanction of break /lunch detention should be issued*. Teacher should make a note in journal on the same page as homework – 3 in a circle with staff initials and date and time of sanction. The teacher will log this incident on SIMS.

Stage 4: Relocation to an alternative classroom. The student should be sent to the room indicated on the relocation timetable or SMT can be requested to escort them there. The student should be given work to take. At the end of the lesson the student should return to the teacher who will cross out the 3 in the journal (change to 4) and use the detention page in the journal to set a 30 minute after school detention**. The teacher should log this incident on SIMS.

Stage 5 – If a student goes to the relocation room and continues to misbehave, SMT should be called. SMT will set an SMT detention and log on SIMS.

Appendix 2:

| Stage | Description | Action |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Stage 3 and 4 occasionally recorded by one or more teachers. Other low level concerns outside of the classroom. | Low level sanctions and discussion. Usually dealt with by classroom teacher and tutor. |
| 2 | Increase in the number of Stage 3 and/or 4 being logged by subject teachers Concerns about behaviour out of the classroom | Head(s) of Department involved in sanctions. |
| 3 | Report/SIMS shows continuing concerns in several subjects. Concerns out of the classroom persist. Stage 2 bullying. | Head of Department and Head of Year intervention. |
| 4 | Insufficient improvement. Stages 3 and 4 smoking. Stage 6 uniform. | Use of T9. |
| 5 | Frequently damaging the learning environment of other pupils. Incidents of defiance of members of staff. Serious disciplinary incidents. Stages 5 and 6 smoking. Stage 3 bullying. | Longer period in T9 (3 days) and use of fixed term exclusions (1 day and 3 days). Senior Staff report card used. Banned from non-curricular trips*. Involvement of Special Educational Needs Coordinator. |
| 6 | Continuing concerns. Stage 4 bullying. | Longer exclusion. Meeting with member of Senior Management team and Head of Year. Pastoral Support Programme (PSP) set up. |
| 7 | PSP failed. Further incidents of disruption of the school's learning environment. | Final formal warning that: - further serious incidents will lead to permanent exclusion and/or - if the pattern of poor conduct continues, it will lead to permanent exclusion (formal monthly reviews set up with pupil and parents) Banned from all trips* |
| 8 | | Permanent exclusion |

Additional notes:

- The descriptions in the second column are indicative of the types of behaviour that has led to a pupil being placed on a stage.
- Pupils do not necessarily pass through each stage in turn. For serious disciplinary incidents a student may jump several stages.
- If a pupil's behaviour improves, it may be decided to move him/her back one or more stages.
- If a pupil meets the targets set on a PSP but there are concerns soon after, the pupil will be placed back on Stage 6 but it is unlikely that another PSP will be set up.
- *If there are particular concerns, pupils may be banned from trips at an earlier stage.

Related policies, available from the school on request:

Policy to tackle Bullying

Drugs and Drug Management

Racial harassment

Confiscation Policy

Safeguarding

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