

## BEHAVIOUR AND DISCIPLINE POLICY

*Last update: January 2011*

*The underlying principle behind all aspects of the school's expectations for the conduct of pupils 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 pupils to enjoy their time at school and for the achievement of results which reflect each pupil's ability.*

Each pupil is expected to behave in a way which enables them to make the best possible academic and social progress. This requires the pupil 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 pupil 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 pupils, its buildings and resources.

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

In and out of lessons, pupils are expected to behave in a polite and courteous way at all times. Pupils 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 pupils on the way to and going home from school. At these times, the safety and security of pupils 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 pupils 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 pupil 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 pupil to improve their conduct.

### **Classroom Expectations**

The school aims to have a consistent approach in terms of expectation and action. Pupils 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 pupils 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.

- Pupils should be quiet and listen when the teacher/other pupils are talking
- Entry and exit should be orderly
- Pupils should treat the teacher and other pupils in the way that they expect to be treated
- Pupils should get ready to work as soon as they arrive in the classroom – this includes having books, equipments and journals out of bags
- Pupils should follow instructions without argument
- Pupils 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. An appropriate sanction, such as the ones in the second column will be used for this type of behaviour.

Low level disruption includes:	Suggested low level sanctions may include:
<ul style="list-style-type: none"> <li>• Questioning/challenging the teacher's instructions</li> <li>• Talking over the teacher</li> <li>• Inappropriate language</li> <li>• Distracting other pupils from learning</li> <li>• Low level chatter</li> <li>• Homework concerns</li> <li>• Late to lessons</li> <li>• Not completing classwork</li> <li>• Lack of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• A look</li> <li>• Walk over to the pupil</li> <li>• Say their name</li> <li>• Verbal reprimand</li> <li>• Move seats</li> <li>• Send out briefly</li> <li>• Break detention</li> <li>• Lunch detention</li> <li>• Comment in journal</li> <li>• Name on board</li> </ul>

When this type of behaviour becomes persistent, higher level sanctions will be used. These may include: Relocation from the lesson; afterschool detention; letter home; telephone call home and shadow timetable. At this point, parents will be informed and the concern will be centrally logged. Concerns about persistent low level disruption feed into the school's 9 stage behaviour structure (see Appendix 1).

### **Dealing with serious incidents in the classroom:**

The school operates a "zero tolerance" approach when the following types of behaviour occur. They will result in the immediate removal of the pupil 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
- Racial abuse
- Inappropriate sexual behaviour
- Total defiance
- Dangerous behaviour
- Physical/threatening behaviour towards staff or pupils
- 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.

### **Permanent Exclusion**

Permanent exclusion is used as a final step when other strategies have failed to result in acceptable behaviour by a pupil 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 pupil;
- The supply of illegal drugs to other pupils;
- The possession of Class A drugs;
- Refusal to cooperate with any member of staff such that the pupil is not under the school's care and control;
- The persistent disruption to the learning of other pupils;
- 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 pupil 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 pupil's parents. This may be arranged by or in liaison with the pupil's tutor 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 next step would be to put the pupil on a behaviour Individual Education Plan (IEP). This would generally be alongside sanctions which may include isolation from lessons or short term exclusion from school. Clear targets for improvement and strategies for supporting the child are documented and shared with the pupil's parents. There is a definite review date for the plan.

Through a behaviour IEP, other forms of support may be made available, for example anger management or counselling in the school's inclusion centre.

If the poor behaviour is continuing, for example frequent disruption to lessons, physical aggression, rudeness to teaching staff, then a Pastoral Support Plan (PSP) should be put into place. This will generally be used when fixed term exclusions seem likely to continue and 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 pupil's Head of Year, the pupil's parents and the pupil 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 pupil's progress.

### Appendix 1:

Stage	Description	Action
1	Low level disruption in one or two lessons. Other low level concerns.	Low level sanctions and discussion. Usually dealt with by classroom teacher and tutor.
2 - 3	Persistent low level disruption	Head of Department involved in sanctions. Parents informed. Head of Year intervention.
4	Insufficient improvement	Use of T9. Behaviour Individual Education Plan (IEP) set up (School Action)
5 - 6	Frequently damaging the learning environment of other pupils. Incidents of defiance of members of staff. Serious disciplinary incidents.	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*. School Action Plus – it is likely that the Education Psychologist and/or other agencies will be involved.
7	Continuing concerns	Longer exclusion. Meeting with a governor and Headteacher. Pastoral Support Programme (PSP) set up.
8	PSP failed. Headteacher attends the meeting. 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*
9		Permanent exclusion

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 7 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.

### **Monitoring**

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

*Related policies, available from the school on request:*

*Policy to tackle Bullying*

*Intimidating and Aggressive Behaviour*

*Drugs*

*Inclusion*

*Approved by Governors' Healthy School committee – 24 January 2011*

*Approved at full Governors' meeting – 9 March 2011*

*Next review – Spring 2013*