

The Whitstable School Behaviour and Discipline Policy



**Reviewed and agreed by Governors at the Full Governing Body
meeting held on 16th November 2016.**

GS

Mr Graham Saltmarsh, Chair of Governors

Date:

AGI

Mrs Ana Gibson, Headteacher

Date:

The policy will be reviewed every 3 years but will be amended before then if required.

Next review due: November 2019

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Behaviour and Discipline Policy

Section 1: Rationale

We believe that high-quality teaching promotes effective interactive learning and positive attitudes. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will encourage pupils to take responsibility for their own actions and to accept the consequences of their choices. We will encourage mutual respect, care and tolerance of other members in the School Community and encapsulate the Key British Values (Democracy, rule of law, individual liberty, mutual respect, tolerance of others).

Section 2: General principles

All Staff and Pupils have the responsibility to:

- treat others fairly, care for other people's property.
- treat others with care, courtesy and consideration and act in a safe and responsible manner.
- allow effective learning to take place by showing respect to others and staff.
- listen to other people's points of view.
- report hazards or dangerous situations immediately.
- participate positively with others across the School.
- take pride in and care of the School environment.

All members of Staff have the responsibility to:

- to consistently set high expectations and act as a positive role models.
- implement agreed behaviour management policies.
- be vigilant, support and intervene in good time.
- consistently recognise a positive attitude to learning.
- identify, and act collaboratively upon causes of poor behaviour.

The Policy applies to all pupils whilst representing the school at all times.

Section 3: Roles and responsibilities of Headteacher, other staff and governors

The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. National guidelines will be followed at all times.

Staff will apply the principles identified when implementing the whole-School approaches to positive attitudes to learning. This is embodied by the School Code of Conduct, which is reviewed and consulted upon annually.

Pupils take an active role in the consultation for an agreed way of behaving through the School Code of Conduct. They are consulted when rules are being decided and will be expected to observe them.

Governing body

Is to receive and question the reports from the Headteacher. When pupils and their parents/carers are required to attend panel meetings with the Headteacher the Governing Body establishes a Panel of three or five members. The purpose of a Panel is to listen to the case for the Headteacher and the case for the parent/carer and then to decide whether to uphold or reject the Headteacher's decision to give a fixed term or permanent exclusion. Governors will receive training to fulfil this role and refer to any guidance given by the Secretary of State.

Section 4: The School Classroom Code, Message and Site Code

As part of the School's Code of Conduct, we display in each classroom the following posters to encourage and reinforce the expectations we promote.

The Whitstable School – Classroom Code:

1. Be on time and ready to learn
2. Follow your teacher's instructions
3. Be positive and purposeful about your learning
4. Always try your best
5. Remember that everyone has the right to learn in this classroom

The Whitstable School – Message:

1. I care about my school and realise that I have a part to play in making it a successful and happy place to be
2. I will have high expectations of myself and try my best to improve, both in and out of the classroom, so that I can reach my potential
3. I understand that I need to treat everybody in school with care and consideration and realise that nothing I do or say should make other people unhappy
4. I will celebrate my own and other people's achievements but if I make a mistake, I will be honest, accept advice and do anything in my power to put it right
5. I must remember that my actions outside of school, good or bad will reflect on the whole of the school community

The Whitstable School – Site Code:

1. Be careful and remain calm as you move around the school
2. Show consideration to others by speaking politely and acting thoughtfully
3. Care about your school by being clean and tidy
4. Look after the buildings and respect the property of other people
5. Remember that everyone has the right to feel safe and that anti-social behaviour will not be tolerated

Section 5: Behaviour Procedure

The policy seeks to promote a **positive attitude to learning** based on **good relationships, responsible behaviour** and **mutual respect** between all members of the school community. To develop confident, self-sufficient, independent learners within a safe environment.

Aims

- To set boundaries for positive behaviour through the school **classroom code and school message** (see above)
- To develop self-discipline and personal responsibility for actions
- To promote the need for good relationships, mutual respect and regard for authority
- To set out the **rewards** that pupils will receive recognition of positive behaviour and attitudes to learning
- To implement the **sanctions** that will be applied

Section 6: Rewards

The School recognises the value of encouraging and rewarding pupils in order for them to reach their full potential exceed expectations. Therefore, pupils are recognised and rewarded in a number of ways, these include:

Verbal praise from class teacher, department postcards, stickers and stampers. Pupils can also be sent to the subject leader or to Senior Leadership if they have completed a particularly good piece of work.

Positive communication with parents is regularly undertaken.

The conduct card is used to recognise positive behaviours and are rewarded on a termly basis.

Reward trip opportunities are offered to pupils showing exceptional behaviour and standards in selected aspects of conduct, attendance and effort.

The school is pleased to nominate pupils for external awards relating to work both in school or out in the community.

Regular reward assemblies are held to recognise achievement across the School.

Section 7: Sanctions

It is hoped that staff and parents of school pupils will work together for the total academic and social education of the child. This involves adherence to the rules of the school and society. Pupils who fail to conform will, unfortunately, need to be punished.

The school's range of sanctions are listed below. However, it should be borne in mind that the school's positive expectations of pupils place a strong emphasis on encouragement and expecting positive and co-operative behaviour, and co-operation of parents will be sought to modify poor behaviour. The aim is for school pupils to live and work in a happy, friendly and courteous atmosphere. The discipline of the school is intended to support its pupils so that they are able to learn without distraction or interference. The school recognises discipline as important and necessary. Criticism and punishment will be directed towards the act of misbehaviour or failure to meet requirements rather than implied condemnation of a pupil. The pupil will be encouraged to work on targets for improvement. The pupil will be treated in a positive way, with encouragement and warmth once the punishment is completed.

7.1 Reprimand

Teachers may give a quiet, succinct reminder of agreed standards or a clear explanation, leaving the pupil with an understanding of the standards expected.

7.2 Additional Work may be set at the end of a lesson.

7.3 Personal Detention

Even a short detention during break can establish a teacher's authority and make the point clear to a pupil and is a direct and immediate technique.

A 15-20 minute detention can be held by teachers during the lunch break. For these detentions, slips are used informing the pupils where and when to report.

Although some pupils will wrongly “forget” to clear a detention, this should be a rarity. Even so, this is not acceptable. The punishment may be increased or the teacher may reprimand and give the pupil the opportunity to report on another occasion to confirm authority. This could lead to the pupil being referred to Subject Leader and/or Quality Assurance Manager.

If continued defiance or failure to attend a set detention occurs, pupils may be given a no notice After School Detention, failure to complete this will result in time in the Pupil Support Provision.

Additionally, a period of twilight education may be provided where other sanctions have not proved effective.

7.4 An ‘On Report’ card is used if a pupil is removed from any lesson for continuous disruption or poor behaviour and on return from the Pupil Support Provision. Report cards are tracked and monitored by Pastoral Support Managers and Learning Leaders.

7.5 Referral to Learning Leaders and Pastoral Support Managers.

If problems in the classroom or over homework/coursework which are not resolved may be referred to the Learning Leader. Reprimand and re-instruction, support for learning or 'subject report' to check on a pupil's learning over an extended period are techniques available, as well as the department detentions. A Learning Leader or Subject Leader may also contact parents by letter or telephone to alert them to problems and may arrange meetings with parents to discuss issues further.

7.6 Withdrawal within Pupil Support Provision

Referrals are made through the Learning Leaders or Pastoral Support Managers if a pupil's behaviour is unacceptable over a continued period, threatening the learning of others. The pupil will be withdrawn from the subject lesson and complete work in the Pupil Support Provision. Whilst in the Pupil Support Provision, pupils will not attend their usual lessons, instead they will complete a personalised programme of study set by their subject teachers. We will aim to inform parents/carers at the earliest opportunity that their child has been placed in the Pupil Support Provision.

7.7 Pastoral Intervention

More general problems with a pupil will mean that the Pastoral Manager becomes directly involved to work with the pupil to improve the situation. In extreme cases this may be a Deputy Headteacher or the Headteacher.

The Pupil Support Manager or Learning Leader will often use the 'On Report' system as a means of both encouraging a pupil and checking that improvements are taking place. The 'On Report' can involve additional detentions where improvements are not immediately achieved. Parents may be asked to sign the 'On Report' form to show they have knowledge of the problem.

7.8 The Use of Reasonable Force

A member of the school's staff may use reasonable force in order to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property (including their own).
- Engaging in behaviour prejudicial to maintaining good order and discipline at the School.

Although the use of reasonable force is sanctioned by section 550A of the 1996 Education Act which came into effect on 1 September 1998, the staff of Pent Valley will normally use other methods to resolve situations.

Section 8: EXCLUSIONS

Pupils whose behaviour is a major, on-going problem or who are responsible for a single, outrageous act, may be excluded from school. Either through the Pupil Support Provision or as Fixed Period Exclusion.

An exclusion may be for a fixed period but in some cases this may lead to a permanent exclusion from school. A fixed period exclusion may be for up to 45 school days in a school year.

When the Headteacher excludes a pupil for a fixed period, they will inform the parent of the length of the exclusion and the reason for it. They will also advise the parent that they may make representation to the Governors' Discipline Committee. When a pupil is excluded for a fixed period arrangement will be made for the pupil to receive work to do at home. On return the pupil will normally be "on-report" and monitored carefully.

When a pupil is excluded for between 5-15 days in any term, the Headteacher will inform the Governors' Discipline Committee and a meeting of the Committee will be arranged to consider the exclusion, if the parent requests such a meeting. For an exclusion of more than 15 days in any term, or a permanent exclusion, a meeting will be held as a matter of course. If the result of an exclusion would be that the pupil may miss a public examination (although at The Whitstable School we would endeavour to avoid this), a meeting of the Committee will be arranged.

For a permanent exclusion the contact procedure between school and home is similar to a fixed period exclusion but the Governors' Discipline Committee will meet to consider whether the exclusion should be upheld or whether the pupil should be reinstated. The parent will be invited to this meeting. If the exclusion is upheld the Committee will inform the parents of their right of appeal against the decision to an Independent Statutory Appeal Committee.

Examples of incidents of a serious nature that may lead to Exclusion

- Persistent and deliberate refusal to follow staff instructions or accept the authority of the staff
- Persistent and deliberate refusal to follow School rules, conduct code and dress code
- Behaviour which is contrary to the School's ethos and/or Code of Conduct
- Behaviour which brings the School into disrepute
- Acts of violence, threats or incitement to violence
- Acts of abuse of any nature including incitement to abuse on sexual, religious, racial, age and gender
- Acts of incitement of bullying, intimidation and harassment
- Acts of vandalism and damage
- Acts of threatened acts of behaviour that are dangerous and deemed to endanger the health, safety and wellbeing of members of the School community
- Possession and/or use of alcohol and/or prescribed/proscribed drugs (i.e. those that are illegally obtained and/or used)
- Possession of prescribed/proscribed drugs with intent to supply
- Possession and/or use of an offensive weapon, or article deemed to be dangerous
- Inability to remain within the provisions of published School policies, home-School agreement, and any subsequent contracts
- Use of foul language.
- Smoking inside the school buildings
- Use of 'legal highs'
- False accusations against a member of staff
- Inappropriate use of technology (passing on inappropriate pictures or videos)
- Setting off fire alarms or extinguishers
- Possession or dealing drugs on School site may result in permanent exclusion.

School property or site: This means within the School land/boundary, including the main School site and adjoining fields. The local vicinity is also included e.g. all routes to the School within a half mile radius. All outside activities or trips where the pupil is in the charge of the School and its staff, whether this is within or outside school hours.

The full policy on exclusion is available on request to the Headteacher.