

Hartismere School

POLICY DOCUMENT No C6

Behaviour and Discipline Policy



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Signed:.....
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1. Hartismere Pyramid Schools

1.1. Common Principles of Behaviour

There are common rights to all people in schools:

- to be listened to;
- to be safe and secure in a happy and caring environment;
- to be challenged and to learn, having the confidence to ask for help and the knowledge that mistakes can be a valuable part of the process,
- to be respected and valued regardless of differences of race, disability, sexuality, gender, culture or religion.

These rights apply to all members of the school community, pupils, parents/carers, teaching and non-teaching staff.

In particular with regard to students we aim where practicable to:

- encourage positive behaviour rather than only to punish negative behaviour;
- distinguish clearly between appropriate and inappropriate behaviour
- promote consistency of action and response to which all members of the school community are committed
- ensure that students at school feel safe from violent attacks, serious theft, threats and intimidation

We promote a consistency of action, the '4 W' approach is used.

1. **What** happened or what did you do?
2. **Why** was your behaviour inappropriate?
3. **What** is your explanation?
4. **What** can you do to put things right? How can I help you?

When poor behaviour does occur the school adopts a staged approach where appropriate in using sanctions to improve that behaviour (see section 4)

2. Introduction

2.1. The School's Moral Code

Hartismere School expects high standards of behaviour from all pupils. In brief, we expect pupils to behave to others (staff as well as pupils) as they would hope to be treated themselves. This is the basis of a common principle of behaviour adopted by all Hartismere's pyramid schools and shown in Section 1.

All pupils are valued at Hartismere School. Where behaviour is inappropriate, it is the "crime" which is hateful, not the "criminal"!

2.2. Purpose of Policy

The purpose of the policy is to:

- (a) Create an environment, which is conducive to achieving the aims of the school with the minimum of conflict.
- (b) Provide clearly defined limits that are easily understood by pupils, staff, governors and parents.
- (c) Aid all staff in the management of behaviour and child protection
- (d) Ensure that the very high standards of behaviour (described by OFSTED as “excellent”) are maintained.

One part of the structure for achieving the aims of this policy is a Code of Discipline which includes a system of rewards and sanctions.

3. Rewards

Staff will try to encourage and praise pupils whenever possible and appropriate. It is hoped that such rewards will result in further motivation for improvement and retaining the high level of discipline within the school. The following forms of reward and recognition of achievement are used in the school. This is expressed in the use of positive memos, commendations, Celebration tea parties, Key Stage 3 Awards Afternoons and Key Stage 4 Awards Evening.

3.1. Effort and Attainment Grades

Effort and Attainment Grades are allocated to each pupil for all subjects in their curriculum and are recorded in the pupil’s Student Diary as well as being retained in a central file for staff purposes. Such grades are recorded once during every term. Outstanding effort and achievement of a pupil may also be recognized by a letter of praise sent to the parents of the pupil.

3.2. Recognition

Recognition of personal qualities by staff and peer group through the system of senior prefects, prefects, bus prefects, monitors, school and eco council representatives and House System Captains and Vice Captains, as well as form group representatives organising teams for House competitions.

3.3. Letters of Appreciation

Letters of appreciation and congratulation are sent from the Headmaster, the Deputy Headmasters and the Heads of Year for outstanding achievement or for service to the school during formal occasions.

3.4. Commendations

Commendations are sought termly from teachers for effort and achievement, for participation in school life, for helpfulness in school life, for attendance, for good behaviour. The commendations are aggregated and the totals are then used to generate letters of acknowledgement home to parents of the best performing pupils, and contribute to the commendations assembly and tea party.

3.5. Assemblies

We try and recognize and reward noteworthy achievement in many aspects of school life, and such things as good attendance, best behaved pupils, sporting endeavours, service to others are all rewarded and celebrated at an end of term assembly for each year group.

3.6. Celebration Events

Achievement is also recognized and celebrated in formal gatherings when parents are invited to be present whilst their sons/daughters receive their awards. This is usually followed by an informal social event for those present.

4. Sanctions

In common with “Hartismere Pyramid Schools’- Common Principles of Behaviour” a staged approach is adopted in responding to different levels of some forms of misbehaviour. Sanctions depend on circumstances and are applied accordingly and as to which school rules have been broken (see Appendix A), and depend on the severity and frequency of the incidents. It is not always appropriate to use a staged approach. For example, in cases of serious bullying and intimidation, violence, assault, drug use, the carrying of an implement which could be used as an offensive weapon or threatening behaviour it may be that the staged approach is not the most appropriate means to create a safe and secure environment for all.

In more common situations a staged approach is generally to be favoured. At Hartismere the detailed response to each of these stages is as follows:-

4.1. Stage 1

Minor disruptions e.g. fiddling, annoying others. This is a teacher led response. A “**Talking to!**” and/or “**Talking through**”, may be all that is required. A memo may be made to record the disruption and action taken by teacher.

4.2. Stage 2

If there are continuing minor problems that do not respond to teacher classroom interventions then other sanctions by the teacher may become necessary – e.g. sent outside the room for a few minutes, an imposition, or a teacher’s detention. A note that

the inappropriate behaviour is a cause for concern can be made in the pupil's **planner** for the parent to see.

The Head of Faculty/Department is informed and the pupil's behaviour discussed. A memo is made to record the disruption and action taken by teacher.

4.3. Stage 3

If a pupil's poor behaviour is referred by a member of staff to the Head of Faculty – their intervention may result in a possible '**subject report**' or a possible **Department Detention** or a **School Detention**. A note may be made in the pupil's Student Diary or the parents informed by letter of the problems by the Head of Faculty.

A memo is made to record the disruption and action taken by teacher.

It may also be that the use of **limits to social time movement** are also used. Pupils who do not behave in a responsible and safe manner during social times may not be permitted to go outside and may be placed in detention or have restricted access to certain areas of school.

Department Detention

A department detention will usually take place at the beginning of a lunchtime. It is supervised by a member of the teaching staff and a record must be kept in order to establish which pupils have been detained for a particular session. Pupils in detention will be reminded prior to the day of detention by a note in the class register.

School Detention

A detention system operates on a Tuesday after school. It is supervised by a member of the teaching staff who will refer to the "Detention Book" (which is kept in the Inclusion Area) in order to establish which pupils have been detained for a particular session. Pupils in detention will be reminded prior to the day of detention by a note in the class register. Detentions after the school day will be communicated to parents by letter.

Social Time limitations

It may be that the Headteacher or one of the School's Deputy Headteachers will decide that a pupil may not be permitted free movement during social time and that such a pupil may be required to remain within a certain area of school. This sanction will not always be given with advance notice.

4.4. Stage 4

If serious misbehaviour persists and occurs in more than one subject area the Head of Year will supervise the pupil completing a **daily conduct report**. Parents would be informed of this by letter.

Daily Conduct Report

If pupils are failing badly in any aspects of their school life or studies then they will be referred to the "Report Sheet" when their performances will be monitored over an extended period of time against specified set targets negotiated with the pupil. Targets will be few in number (never more than 2), achievable and easily monitored. These short term targets may be revised to take into account a pupil's progress. These Report Sheets have to be signed (on a daily basis) by the Year Head and the parent/carer. Used Report Sheets are retained for future reference and provide details of the pupil's performance during each lesson whilst the pupil is "on report". If staff are worried about any aspect of a pupil's school studies they can utilize the "Report Sheet" to monitor the appropriate behaviour/work/homework/organisation and other areas of concern.

The Report Sheet is given to the subject teacher at the beginning of every lesson by the pupil and during the school day has to be presented to the Year Head before being taken home for the parents/carer's signature at the end of the day.

Completed Report Sheets are retained for future reference and a copy is given to the Form Teacher. Every effort is made by staff to encourage pupils to improve their performance – they are praised for good reports and provided with short term targets when negative comments occur on the Report Sheet.

It may be deemed necessary by the School's leadership team to remove a pupil from lessons and place them in another area of school e.g. the Inclusion Centre. This will generally be used to prevent disruption to the learning of others.

4.5. Stage 5

If the daily conduct report does not help the pupil to improve his/her behaviour then the pastoral team may seek the help of outside agencies e.g. Educational Psychologist, Education Welfare Officer, Parent Support Worker, Pupil Referral unit (PRU). Parents may be invited in to school to discuss possible strategies to bring about improvement with the Head of Year. A **Behaviour Support Plan** may be initiated.

Behaviour Support Plan/ Personal Support Plan

If it is felt that the pupil needs more intensive support then a Behaviour Support Plan or Personal Support Plan may be drawn up, supported by parents and appropriate outside agencies. This takes the form of a written agreement, signed by all those participating in providing support as well as the pupil themselves.

The agreement identifies the areas of concern of the school. It also identifies targets that may address the areas of concern. These targets will be few in number (never more than 4) and will then be supported by strategies that may enable the targets to be met.

The pupil and the parents have an opportunity to record their perspective of the process. The agreement is then signed by all parties.

After the Plan is agreed a review date is set (between two and three weeks later).

Short-term targets that will be reviewed at the next meeting are then agreed and recorded.

A report booklet is used to monitor the day-to-day progress in meeting the short-term targets. The booklet provides the 'evidence' of pupils meeting their targets. If there are other comments that teachers wish to make then they are asked to record them using the memo system that operates.

The Report Sheet is made available to the subject teacher at the beginning of every lesson and, during the school day has to be presented to the Year Head before being taken home for the parents/carer's signature at the end of the day.

Completed Report Sheets are retained for future reference and a copy is given to the Form Teacher. Every effort is made by staff to encourage pupils to improve their performance – they are praised for good reports and provided with short term targets when negative comments occur on the Report Sheet.

4.6. Stage 6

Serious violation of the school rules or lack of response to previous interventions will result in an **internal exclusion** or **short fixed term exclusion**. Fixed term exclusions should be appropriate to the situation and circumstances leading to the exclusion.

Internal exclusion

When a pupil incurs an internal exclusion he/she is isolated for ½ or 1 day from all his peers, not able to mix or talk to them even at break or lunch times. They are set work and work on their own in a separate room.

Fixed-term exclusion

Fixed-term exclusion from school is a sanction rarely used but, if utilised, it will conform to Government requirements and recommendations. Only the Head (or in his absence, the Deputy Head), after consultation with senior relevant staff, has the authority to suspend pupils. Offences for which suspension may be considered include :

- (a) Swearing and threatening behaviour towards a member of staff. (This will always lead to suspension, the length of which varies according to circumstances.)
- (b) Unprovoked attacks on pupils or staff.
- (c) Behaviour likely to cause danger to others, including vandalism on school property.
- (d) Serious Damage to School Property or the property of others.
- (e) Refusals to obey instructions from staff.
- (f) Disobedience, defiance or refusal to co-operate.
- (g) Serious occurrences of theft.
- (h) threatening behaviour towards a pupil.
- (i) Where the learning of others is detrimentally affected by the disruptive behaviour of an individual or group despite several attempts to change and improve behaviour and after warnings are given.
- (j) Racism or any other discriminating behaviour.

Pupils on suspension *will receive work set by subject teachers*, which will be marked on their return to school. On his/her return to school, a suspended pupil will be given help and advice on how to reintegrate back into school life. A contract may be negotiated when pupils are re-admitted after suspension.

4.7. Stage 7

The final sanction used is permanent exclusion and is very rare at Hartismere School. However the safety of the community is of paramount importance and achieving this may necessitate immediate exclusion, i.e. there are occasions when an incident is so serious that not all the stages mentioned here have been used before the exclusion of a student.

Permanent exclusion

Normally after two previous suspensions (in a period of 3 years), a pupil is permanently excluded.

However, there are circumstances where a pupil could be excluded as a first offence – where a particularly serious transgression of school rules and common sense merit such action. Examples of this may include:

- (a) An unprovoked violent attack on a pupil or member of staff.
- (b) Serious incident of bullying or intimidation
- (c) Supplying and trading in illegal substances or bringing such substances into school.
- (d) Bringing an offensive weapon into School.
- (e) Serious threatening behaviour.

Generally, however, permanent exclusion is used where many other methods have been tried, and failed, and it is felt that a new start in a different school is in the best interests of the individual and/or the school community. Where laws of the land have been broken the Headteacher will consider, with some care, the possible effects of involving the police on a formal basis.

5. Behaviour

Behaviour in the context of:

5.1. Attendance

The school operates a “First Day Absence Check” for pupils. Parents/carers are requested to inform the school by telephone between 8.30a.m. and 9.15 a.m. if their child is absent from school. All absences require notification of the reason for absence. If such communications are not forthcoming then parents will be contacted directly rather than through their son/daughter. The Year Head and Education Welfare Officer will deal with cases of truancy or persistent absence if appropriate.

5.2. Break and Lunch Times

During lunch time and break time pupils have access to most of the rooms. They are not allowed to leave the school premises at break times or lunch times unless they have

written parental permission which has been countersigned by a Head of Year. Pupils are required to “sign out” and “sign in” at the main school office when they do leave or arrive at the school site. Office staff will check this.

5.3. Classroom Behaviour

Pupils are expected to behave in a manner, which will maximise their learning opportunities – and that of their group members. Behaviour, which does not enhance learning opportunities, will not be tolerated and staff will apply appropriate sanctions. In such cases of inappropriate behaviour during lessons the line of referral for staff should be:

→ Subject Leader→Head of Year→Deputy Head →Headmaster

If a teacher deems it necessary to remove a pupil from a lesson because of disruptive behaviour, the pupil will be sent to a senior colleague or to the Inclusion Area for appropriate supervision until the issue can be satisfactorily resolved.

5.4. Bullying

Incidents involving any form of bullying will be followed up immediately and, depending on the nature and frequency of the incident, parents will be contacted and informed of appropriate sanctions.

It is intended to:

- a) Encourage pupils to have respect for all members of the community
- b) Create a climate within the school, which will encourage pupils to confide in staff about such bullying incidents.

5.5. Out of School Visits

Pupils participating in such visits are required to behave in a manner which will maximise benefits of such an activity. Staff organising and supervising such visits will ensure that parents are aware of this aspect of the events where appropriate. Students who not behave appropriately on such visits are likely to face sanctions and may have their privilege of engaging in such trips removed at the discretion of the Headmaster.

5.6. External Professional Guidance Assistance

In certain cases of misbehaviour the school may utilise the services of outside groups, e.g. Social Services, Education Welfare Officer, Health Authority and Educational Psychologist to assist in formulating a strategy to correct such behaviour. A Record of interviews is kept giving details of each occasion when a pupil is interviewed because of discipline reasons. This register is kept in the Main office and, for most incidents, will be completed by the Deputy Head or Year Head.

5.7. School Buildings and Property

Pupils are responsible for their own property and should avoid bringing valuables or excessive amounts of cash to school – when such items are brought through necessity

they should be stored in a secure place through a member of staff. Intentional damage to school or personal property will result in contacting parents with a view to seeking a contribution to the cost of repairing the damage. Incidents of thieving will be dealt with in a similar manner.

6. Success Criteria

Pupil's behaviour is modified/adapted to an acceptable standard bearing in mind the individual involved.

Pupils are able to work – and learn – with small or large groups without restricting or affecting the progress of their peers.

School site – no-go areas do not exist for pupils (e.g. there are no areas on the school site where pupils would refrain from going because they are afraid that incidents of bullying or intimidation might occur).

Pupils acquire the personal and social skills, which will enable them to make the move into the outside world. They achieve the self-discipline to become responsible members of the community.

7. Appendices

Appendix A - School Rules

- 1) You **MUST NOT LEAVE THE SCHOOL SITE** without:
 - a) Written parental permission
 - b) Approval by Mr. Aldous, Mr Hayton or your Head of Year
 - c) Signing out at the office as you leave and signing in when you return.
- 2) The **PUPIL PLANNER** must be in school each day and must be with you for all lessons. It is an important means of communication between school and pupils/parents.
- 3) Please keep our school tidy. **DO NOT DROP LITTER**. Use the bins provided. Bags and food are not permitted on the fields.
- 4) **SCHOOL UNIFORM** must be worn **correctly**. In case of difficulty a pass must be obtained from the appropriate Year Head and carried for inspection by any teacher.
- 5) **P.E. KIT** must be brought for all appropriate lessons. All **JEWELLERY MUST BE REMOVED** during P.E. lessons.
- 6) **NO CHEWING OF GUM & NO SMOKING** is permitted on the school site.
- 7) Do not bring **valuable items** (e.g. Mobile phones, "I Pods", Computer Games) to school.

8) The wearing of **facial studs or rings** is not permitted for health and safety reasons. This view has been reinforced at Hartismere School following an incident where eyebrow studs, when knocked, bled profusely.

9) **SCHOOL BAGS** must be such that A4 books and folders and all personal equipment (pens, pencils, ruler, calculator, etc) can be carried in them. Small handbags and large kit bags should not be carried around the school.