

Classroom Teaching – Responding to Indiscipline

A ‘staged’ approach to pupil indiscipline is used ...

Where ‘memo’ is mentioned below staff can either use G4S (Go4Schools electronic management system) or paper memo on self-carbonating memo pads

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 should be made to record the disruption and action taken by the teacher.

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 very, very short time, an imposition, or a teacher’s detention. A memo is made to record the disruption and action taken by the teacher.

A note that the unacceptable behaviour is a cause for concern can be made in the pupil’s **planner** for the parent to see.

The Head of Department / Head of Year is informed by the memo and the pupil’s behaviour discussed with the teacher.

Stage 3

If a pupil’s poor behaviour is referred by the member of staff to the Head of Department / Inclusion staff a memo is made to record the disruption and action taken by the teacher. Intervention may result in a possible ‘**subject report**’ or a possible **Department Detention** or a **School Detention** (at breaktime and/or lunchtime, or after school ... see below). A note may be made in the pupil’s Student Planner or the parents informed by letter / phone call of the problems by the Head of Faculty or Head of Year.

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 at breaktimes and lunchtimes, or 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.

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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 by Head of Year to the “Report Sheet” when their performances will be monitored over a 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 pupils 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 parent’s / carer’s signature at the end of the day.

Completed Report Sheets are retained for future reference. 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.

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 will be invited into school to discuss possible strategies to bring about improvement with the Head of Year. A **Personal Support Plan (PSP)** 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.

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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 Form Tutor and Head of Year before being taken home for the parent's / 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.

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**.

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.

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- (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 excluded *will receive work set by subject teachers*, which will be marked on their return to school. On his / her return to school, the 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 exclusion.

Stage 7

Permanent exclusion

The final sanction used is permanent exclusion and is very rare at Hartismere School, and may follow the exhaustion of all the stages mentioned above. 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, where a particularly serious transgression of school rules and common sense merit such action that not all the stages mentioned here have been used before the exclusion of a student.

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, 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.

Mentoring by a member of staff - can be arranged in some cases where the pupil is finding it difficult to change his/her behaviour patterns. Pupils are encouraged to choose a member of staff with whom they feel they can communicate well. Together they agree short-term targets towards improvement, and use a support booklet to monitor progress.