



## Endon High School

### Behaviour and Discipline Policy

#### Principles

A school is a community whose purpose is learning. Learning cannot take place effectively without an orderly atmosphere. If pupils are permitted to misbehave they not only prejudice their own educational chances but disrupt the education of those around them. The school believes that unacceptable behaviour in a pupil can be changed if teachers, pupil and parents work together constructively to that end. The school also recognises that it has a responsibility to recognise, promote and reward good behaviour. Appendix 6 details what behaviour is expected of pupils (Code of Conduct).

#### Aims

1. To make our expectations of behaviour clear to all pupils;
2. To provide positive adult role models of caring, considerate and co-operative behaviour;
3. To promote good behaviour and a proper regard for authority;
4. To encourage the development of self-discipline and a sense of responsibility for one's own actions;
5. To create an orderly atmosphere conducive to learning and effective teaching;
6. To create mutual respect;
7. To ensure that all adults in the school share a common responsibility for maintaining good discipline and promoting the school's guidelines on behaviour;

#### Practice

1. All teaching staff will practise consistent classroom organisation and management (see Appendix 1);
2. Teachers will make every effort to motivate and encourage pupils by providing an appropriate and differentiated curriculum;
3. All pupils will be made aware of what is appropriate and inappropriate behaviour through tutor time by discussion and clarification of school rules and code of behaviour, assemblies, etc. (see Appendices 1 and 4);
4. Teaching staff and others in a supervisory role will enforce the expected standards around the school generally, in corridors, dining hall, outside, etc.;
5. Good behaviour will be recognised, encouraged, praised and rewarded;
6. Inappropriate or unacceptable behaviour will be punished in a fair and consistent manner (see Appendix 3);
7. There will be a hierarchical system of responsibility and of support for staff;
8. Incidents of inappropriate or unacceptable behaviour may be recorded. Parents may be informed about poor behaviour of their child, and their support enlisted and expected;
9. Every effort will be made to identify and support students with behavioural difficulties (see Appendix 5);
10. Pupils are expected to follow the general school rules. These are printed in the student planner on an annual basis (see Appendix 8).

Reviewed by Governors; February 2016

To be reviewed every three years – next review February 2019

## **Appendix 1**

Some characteristics of good classroom organisation and management:

1. Clearly understood and achievable objectives.
2. A variety of teaching styles.
3. A variety of resources, easily available.
4. A stimulating environment.
5. Recognition of and praise for good behaviour.
6. Valuing pupils' work e.g. by display.
7. Setting tasks appropriate to the pupils' ability.
8. Beginning and ending lessons on time.
9. The teacher supervises the pupils at all times.
10. If appropriate there is a teacher-planned seating arrangement.
11. There are clear parameters about pupils talking, and pupil movement around the room.
12. Rules regarding chewing, removal of outdoor clothing, infringements of uniform are applied firmly and consistently.
13. Teachers recognise their responsibility for ensuring good order outside the classroom at lesson changeover, etc.

## **Appendix 2**

### **Basic Classroom Rights**

- All teachers have the right to teach.
- All students have the right to learn.
- Everybody has the right to be and feel safe.
- Everybody has the responsibility to ensure that we can all enjoy our rights.
- Everybody has the right to dignity and personal respect.

## **Appendix 3**

### Rewards and Sanctions

#### Rewards

The school believes that rewarding pupils is a more effective tool in promoting good behaviour than punishments, although the applications of sanctions may be necessary on occasion. In a classroom situation staff should expect to have a ratio of 4:1 in favour of praise. Rewards can take many forms, from an approving smile, verbal commendations, displays of work, stamps in planners, housepoints, certificates, phone calls home through to prizes on Prize Giving/Awards evening and trips out of school. Effective rewards should motivate pupils, and as such they should have some ownership of the systems in place. Pupils should be consulted, and their opinions of what will help motivate them taken into consideration.

#### Guidelines for imposition of sanctions

1. Unacceptable behaviour should be punished.
2. Punishments should be fair and consistent.
3. Punishments should be in proportion to the offence. They should distinguish between minor and serious behaviour and isolated and persistent breaches of discipline.
4. Punishments should never be degrading or humiliating.
5. Whole groups should generally not be punished for the misbehaviour of individuals. However, pupils should also realise that they have a corporate responsibility regarding behaviour and this may sometimes lead to the whole group being required to take responsibility for its behaviour.
6. Conversely, individuals should not be made scapegoats for the misbehaviour of a whole class.
7. Classes and/or individuals may be put on homework report, classroom report or individual targeted report.

#### Strategies for responding to unacceptable behaviour

Teachers and others in a supervisory role should use their professional judgement in deciding how to handle a problem, but successful strategies might include:

1. A discreet word with the individual.
2. A public reprimand.
3. Referral to the Form Tutor, Director of Teaching and Learning or Progress Manager as appropriate.
4. Moving the child's position in class.
5. Brief period of 2-3 minutes outside the room as cooling off period. Incident recorded through frog and an incident form sent to the Director of Teaching and Learning of that subject and then to Progress Manager, where appropriate. This will usually result in an official lunchtime detention where the pupil and member of staff will have an opportunity to resolve any issues to allow for a fresh start next lesson.
6. Moving a child to a colleague's room.
7. Isolating a child from other pupils.
8. Employ on-call strategy including recording the incident on frog and an incident form being passed to the Director of Teaching and Learning for that subject, and then the Progress Manager. This usually results in an official after school detention where the pupil and the member of staff (or DTL) will have an opportunity to resolve any issues before re-entering the classroom.
9. Applying a sanction (essay, detention, extra work or a community punishment).
10. Notifying the child's parents.

11. Placing the pupil on report/target sheet.
12. Putting the child on an individual behaviour education plan or pastoral support programme. The class record in Years 7 and 8 might be used to inform these decisions.

### Sanctions

Sanctions should ensure that pupils make some form of reparation for their misbehaviour. Whatever sanction is used it should always be made clear to the pupil why they are being punished and how, through improved behaviour, they can avoid a recurrence.

The following might be appropriate sanctions:

1. Setting an extra task appropriate to the subject.
2. Completion of assigned work.
3. Carrying out a useful task in school.
4. Interruption of break or lunchtime privileges.
5. Withholding privileges such as participation in extra-curricular activities, e.g. trips, teams, etc.
6. After school detention (\*see additional note below).

Pupils' failure to respond to the above strategies or sanctions:

Stage 1 - Subject teacher enlists support of Director of Teaching and Learning. Notifies Form Tutor.

Stage 2 - Director of Teaching and Learning or Form Tutor enlists support of Progress Manager. Stage 3 – Year Tutor enlists support of Assistant Headteacher (Student Support)/Members of LT.

### \* Detentions

Detentions should be used sparingly, e.g. when other measures have failed or if the offence is considered serious or persistent. Departmental or Progress Manager detentions may be used for more “minor” offences (such as forgotten homework) or if it is felt valuable to impose a detention relatively quickly. “Official” detentions should be reserved for more serious offences (usually related to offensive behaviour, e.g. determined disobedience or unacceptable rudeness, misuse of the intranet, fighting, etc). If a student is given three “Official” detentions his/her parents should be invited into school to discuss the matter. “Official” detentions may be commented on in the annual report to parents, and on Progress Day.

Staff should be mindful of availability of public transport, parental access to a car, the age of the pupil, the time of year and weather conditions when imposing detentions. In all instances parents must be given advance warning (minimum 24 hours) in writing. Parents do not have the right to veto an appropriately imposed detention.

After-school detentions should never exceed one hour.

Lunchtime detentions may also be imposed: these can often be viewed by pupils as more punitive by pupils as they lose out on socialising time. 24 hours notice to parents is not required, for lunchtime detentions.

### Exclusions

Exclusions can be authorised only by the Headteacher.

Permanent exclusion is the ultimate sanction. The school needs to intervene promptly and effectively in order to keep pupils in school wherever possible.

There are two kinds of exclusion:

- a. Fixed term exclusions are limited to a maximum of 45 days in one academic year. (It is not envisaged that any fixed term exclusion should last this long). Most should be in the order of 1-5 days. It represents an opportunity for a cooling-off period or for rules and expectations to be consolidated with parents or for conditions for the child to remain in school to be reinforced with the child and its parents. It would only be used for serious breaches of school rules such as physical assault and other serious forms of bullying, abuse of staff or gross misconduct.
- b. Permanent exclusions are only used in the last resort if all other measures fail or in very serious cases. The school has to demonstrate that reasonable steps have been taken to avoid the exclusion and that allowing the child to remain in school would be detrimental to the education and welfare of the pupil or to others in the school.

"Reasonable steps" might include:

- exhausting other appropriate sanctions (including monitoring via school reports);
- interviewing the pupil with parents (possibly by the Governors Discipline Committee);
- identifying any Special Educational Needs;
- negotiating agreements;
- issuing a formal warning;
- removing the pupil from particular activities;
- involving outside agencies, e.g. Child and Family Therapy Service, Educational Psychologist, Educational Social Work Service, etc.

Certain types of behaviour will automatically lead to the possibility of the exclusion of a pupil. The type (fixed or permanent) and duration of the exclusion will depend on circumstances such as the severity of the incident and the frequency of incidents, although in some instances a single act may result in an exclusion.

Examples of reasons include those listed below, but the list should not be regarded as an exhaustive list.

Physical assault on any member of the school community;  
Language, remarks or gestures which are offensive;  
Drug dealing, possession or use on the school premises;  
Possession or consumption of alcohol;  
Persistent disobedience or disregard of the school rules and/or its code of conduct;  
Persistent disruption of lessons;  
Persistent bullying of any kind.

#### Appeals Procedure

In all cases where parents appeal against a fixed term exclusion they will be asked to indicate the nature of their appeal, i.e. whether this is against the alleged offence or against the punishment the school has sought to impose.

The arrangements for permanent exclusions are covered by the LA regulations.

#### Returning to school after Exclusion

- Interview with Progress Manager.
- Consideration of a BIEP or PSP being put in place which is supportive but is explicit about the likelihood of more serious sanctions being applied if there are further serious breaches of the code of accepted behaviour.

## **Appendix 4**

### Hierarchy of Responsibility

- Primary responsibility lies with the individual member of staff, who is responsible for behaviour and discipline of students in his/her classroom. Staff are also responsible for any sanctions they may impose. They may well consult colleagues but cannot abdicate their role. Each member of staff must also deal with breaches of discipline around the school; the conduct of children outside the classroom is a shared responsibility.
- If unacceptable behaviour continues in a classroom situation, then the department must take action. The Director of Teaching and Learning should inform the Form Tutor and the Progress Manager, but responsibility for sanctions stays with the department. At this point the DTL may wish to consider if changes in classroom practice would help improve the situation.
- If, after action is taken by the department, the unacceptable behaviour continues, then the Director of Teaching and Learning should consult with the Form Tutor and the Progress Manager. They may wish to suggest alternative strategies for the Progress Manager and Form Tutor may well be in a position to see the “bigger picture” and should take the lead in these discussions.
- If the individual student’s behaviour is poor across a range of departments, then responsibility lies with the Form Tutor and Progress Manager, who must consult and take action.
- If it is felt that a whole group, or, more accurately, a section of a group, causes a problem, this needs to be addressed by the Director of Teaching and Learning if the problem affects only one subject. If the group is causing more general difficulties, then the Progress Manager must take the lead in conjunction with staff. It may be necessary to consult closely with the Leadership Team.
- Dealing with inappropriate behaviour around school is a shared responsibility. The member of staff who comes across such behaviour should take action, but may wish to inform Form Tutors and/or Progress Manager.
- The Leadership Team has overall responsibility for behaviour management.

## **Appendix 5**

### **Pupils with Behavioural Difficulties**

Behaviour Management is the responsibility of all members of staff.

There is no pattern of behaviour that automatically leads a pupil to be classified as having behavioural difficulties by the Progress Manager, SENCo or member of the Leadership Team. Such classification could include pupils with mental illness, those with EBD and, perhaps most commonly, those who cause concern because their behaviour challenges the school's discipline policy. There is a wide range of behaviour from being withdrawn to aggressive or attention-seeking behaviour.

- Early identification of pupils with behavioural difficulties is desirable. Parents need to be informed of the school's concerns. The nature of the problem needs to be clarified, a strategy for dealing with general difficulties and specific incidents arrived at, and certain behaviours targeted. All staff need to be aware that the pupil concerned has behavioural difficulties and should act accordingly. An Individual Education Plan/Pupil Support Programme/Behaviour Programme needs to be produced and reviewed as appropriate.
- Assistance from outside agencies should be sought at the earliest opportunity.
- All students have a right to an education and, as an inclusive school, Endon High will attempt to offer a good education to all its pupils, including those with behavioural difficulties. The school is also aware that it has a duty of care to all its students, and will not allow individual students to damage the educational opportunities of others or to endanger their safety or well-being.

## **Appendix 6**

### **Appropriate Behaviour (Code of Conduct)**

Students should:

- be attentive and work with interest;
- display good organisational skills;
- work co-operatively with other people;
- behave respectfully towards all members of the school community;
- show respect towards all pupils – they must not bully, intimidate or harass other pupils;
- respect the views or rights of other pupils;
- act in a manner appropriate to the classroom situation – they should not disrupt other people or seek inappropriate attention in the classroom;
- be physically peaceable, avoid fights and aggressive behaviour;
- respect the property of pupils, staff and of the school;
- not damage their own property or those of others and should not steal;
- be tolerant and considerate towards others.

## **Appendix 7**

### Rewards – Practice

Rewards are given for good or improved behaviour, good, excellent or improved attendance, examination and academic performance, service to the school. Opportunities to reward pupils should be actively sought.

Rewards could include

- Personal contact, a smile, a quiet word, etc.
- Use of the planners for stamps or notes home
- Stickers
- Housepoints are awarded on FROG. On average, staff should be looking to award approx 3 housepoints per lesson depending on the group size. These can then be exchanged for things in the housepoint shop.
- Praise postcards
- Letter/notes home sent through the post
- Displays of photographs, good work
- Use of the newsletter
- Use of other media such as the Intranet in school and e-mails to contact home
- Reward gatherings as a year group (or part of)
- Certificates or recognition at annual awards afternoon/evening.

## **Appendix 8**

### **General School Rules**

- no offensive weapons allowed in school. no cigarettes, alcohol, other drugs, aerosols or solvent based products allowed
- no mobile phones, MP3 Players or electronic games to be used in the building – if found doing so, they will be confiscated and placed into the school safe until parental contact has been made.
- all food which is purchased in the dining room, must be eaten in the dining room
- no chewing gum in school
- no wearing of coats inside the school buildings. no sweatshirts or hoodies to be worn
- blazers and full school uniform must be worn **at all times** around school
- trainers worn at lunchtime must be removed and proper shoes worn before returning into school – trainers must only be worn when playing football at lunchtime
- pupils must not go to lockers, or visit the toilet between lessons unless given permission to do so by a member of staff
- pupils can enter/exit the building by the nearest convenient door - **except at break/lunch**
- pupils should move around the corridors sensibly, quietly – to the left where possible
- pupils should line up in an orderly fashion outside the classroom
- pupils must not use the visitors gate – any entrance/exit to and from the school grounds must be by pedestrian gate by the main entrance
- the area behind Technology, Drama, History and Maths mobiles is out of bounds
- valuables are brought in at owners own risk. They should be locked away carefully. The school is not liable for the loss or damage to valuables brought into school
- at lunchtime pupils cannot be on the corridors or in classrooms without being supervised after the first bell

*This page is also placed in the school planner on an annual basis.*