



# Behaviour Discipline Policy

## **A Policy Title: Student Discipline**

### **B Purpose**

This policy exists to provide a framework for supporting the outcomes of Every Child Matters of 'staying safe', 'enjoying and achieving', 'being healthy' and 'making a positive contribution'.

- The policy is designed to promote a climate which enables all students (including those with special educational needs and/or disabilities) to flourish as part of a safe and caring community where successful learning takes place.
- The policy is designed to ensure that all students are treated fairly, with respect and are rewarded when they do well. (We know that it is vital to strike a balance between recognising and rewarding positive behaviour and having appropriate sanctions which are seen by all to be fair and applied consistently when standards are not maintained.)
- The policy will communicate the school community's very clearly defined set of non-negotiable standards of personal behaviour, which are based on self-discipline, a sense of justice, respect for each individual in our community and their individual needs.
- The school will make every effort to ensure that students with special needs and disabilities have the same opportunities as other students.
- This policy will seek to facilitate the development of harmonious relationships throughout the school community, which can only be maintained if the parameters controlling our behaviour are clear for all and that responses are meticulously fair, taking into account the views and wishes of students, parents and teachers in equal balance.
- Recognise that the quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff, students and parents.
- To ensure that students, parents and all staff are clear about the standards of behaviour expected.
- Communicate to students, parents and staff the powers given to schools under the 'Education and Inspections Act 2006'. In particular, all parties should be aware of the statutory right of schools to discipline students.
- To define an appropriate set of sanctions and to give clear guidelines on how they will be imposed. These guidelines will also outline which sanctions are likely to be imposed for defined breaches of our code of conduct.
- To ensure that students who find it difficult to behave acceptably have adequate support, which will attempt to identify underlying causes (for example, anxiety, personal problems, special needs and domestic disruption) and then to provide suitable remedial action.
- To ensure that all staff are clear as to the extent of their disciplinary authority.

- Communicate the circumstances under which the school will impose disciplinary sanctions (including fixed term and permanent exclusion from school).

### **C. Guidelines**

- The Headteacher will ensure that this policy is reviewed at least once every two years in consultation with parents, students, staff and governors. Methods of consultation will include parent forums, student council meetings, governors' committee meetings, Heads of Year's meetings and circulated questionnaires.
- Arrangements for monitoring and evaluation of this policy will rest with the governors' discipline committee. The governors will receive reports from the senior leadership team on appropriate monitoring data including, fixed-term and permanent exclusions. Where appropriate, action points will be carried through to the school improvement plan.
- Parents should use the normal channels of communication with the school, including written notes in the students' planners, if they have any queries relating to aspects of student behaviour and discipline.

### **Anti-Bullying Policy**

The school has a very clear policy on bullying which clearly defines behaviour which constitutes bullying and outlines the mechanisms for dealing with it. Bullying is always unacceptable and all cases must be reported and will be dealt with appropriately.

### **Behaviour in the Classroom**

Teachers should refer to our 'Behaviour for Learning' policy, which is an integral part of our student discipline policy, and our staff handbook for managing behaviour in the classroom. All staff have a responsibility to manage the behaviour of students. Details of these responsibilities and expected responses in a range of circumstances are detailed in these two documents.

The section of 'Behaviour for Learning' on Standards and Expectations are fundamental to classroom practice and are repeated here for emphasis:

<b>High Standards and High Expectations</b>
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Staff will refer to our standard operating procedures for guidance on managing classrooms and corridors. Staff will ensure that they are implemented consistently and fairly. Key aspects will include:

- Punctual starts to all lessons
- Students who are late will be detained at break and lunch times
- Students will only sit where directed by the teacher and in a manner which is conducive to learning.
- Lessons will be well structured, with clear communicated objectives, and planned to match the needs of the students
- The schools 'Behaviour for Learning Policy' will be followed

### **CODE OF CONDUCT**

Our code of conduct is displayed on notice boards throughout the school and staff will bring it to the attention of students at the start of a new year and at other times.

- Come to class on time and ready to learn
- Keep hands, objects and hurtful remarks to yourself
- Listen whilst the teacher or another student is speaking to the class
- Follow instructions the first time they are given
- Keep our school clean and litter free

### **Uniform**

School uniform plays a valuable role in contributing to the tone and ethos of the school. It helps to promote a sense of equality amongst students and the idea that students should be valued for who they are rather than what they wear. The wearing of uniform helps to instil pride in the school and an atmosphere in which successful learning can flourish.

All students are required to wear the uniform as outlined in our prospectus and the student planners.

Students should wear uniform as set out in student planners: blazers must be worn at all times (unless specific permission is given), shirts must be tucked in and ties worn to the correct length. Black shoes (no trainers or plimsolls of any type are permitted) must be worn and out door coats should be of plain dark colour without large logos.

### **The following items are banned:**

- Any form of cap or hat inside or to and from school except plain woollen hats in winter which may be worn in outside areas
- Sports tops including Hoodies
- Mobile phones, MP3 players (including iPods)
- Trainers except for wearing during PE lessons and at lunchtime on the Lower Playground and Top Field

### **Sanctions for Uniform Offences**

The Head of Year should be informed if a pupil persistently fails to wear uniform correctly

Hats, Hoodies etc will be confiscated and passed on to the Head of Year. These items can be collected at the end of the day

MP3 and CD players must be confiscated and passed to reception. They can be collected at the end of the school day

Mobile phones must be confiscated and passed on to reception. Parents may collect them from school by arrangement.

Students wearing trainers outside of designated areas should be told to change back into shoes immediately.

## **Behaviour on Journeys to and from School and School Trips**

It should be remembered that good behaviour on the way to and from school brings credit on students, their families and the school.

The school maintains the right, in law, to sanction students who behave inappropriately on school excursions or on their way to and from school.

## **Sixth Form Students**

Sixth Form students are an important and valued part of the school community. As senior students we have high expectations of our sixth formers and expect them to act as role models for the rest of the school.

Responsibilities may include:

- Mentoring younger students
- Assisting at public events
- General assistance and support of the school during non- contact periods

Sixth Form students will enjoy a number of privileges:

- Use of common room
- Using personal mobile phones **or MP3 players** (in the common room only- use of the phone outside this area will lead to confiscation and return at the end of the day)
- Non -contact periods in which they will need to self manage their time
- Leaving school at lunch time

Sixth form students who fail meet the school's expectations will be subject to disciplinary action.

Students who fail to wear the dress code **must attend a detention and may** be sent home to change.

Serious breaches of discipline such as refusal to follow staff instructions, disruption of learning or the good order of the school, aggression or violence will lead to exclusion from school. A reintegration meeting with the Head of Sixth Form or a member of the senior leadership team will be necessary before the student returns to school

The following are general expectations we have of all students:

- ✓ Be punctual to registration, tutorials, assemblies, lessons and private study.
- ✓ Attend all timetabled lessons and registration
- ✓ **Students claiming EMA or on report** must obtain a signature from each teacher on the day of the lesson/registration.
- ✓ Attend all visits and public examinations associated with the course
- ✓ Abide by the school rules regarding behaviour and dress code.
- ✓ Provide the school with a formal letter explaining any absences, within 3 school days of the absence.
- ✓ Complete class work, homework and other assignments within the time agreed by my subject teachers.
- ✓ Make satisfactory progress as assessed by my subject teachers. **Where concerns over attendance or work completion are identified students will be placed on a three staged monitoring process. This may lead, in extreme cases, to students being asked to leave the Sixth Form if their attitude to study has ailed to improve by Stage 3.**

If these expectations are not being met it will be necessary for the student to discuss their future participation in the sixth form with the Head of Sixth Form.

### Sanctions for Poor Behaviour

When issuing any sanctions, all teachers are expected to exercise reasonable professional judgement. It is important that sanctions are applied consistently and fairly but it is equally important that due consideration is given to special needs, disabilities and challenging personal circumstances. The following table of sanctions for breaches of the code of conduct should be treated as guide as to the sanction that would be expected to follow a particular type of misbehaviour.

Misconduct	Expected Sanction	Staff
Late to school	15 minute detention (may be up until 3:30pm*	Form Tutor
Late to school twice in week	25 minute detention	Head of Year
Persistent Lateness	45minute detention	Senior Staff
Persistent disruption, removal from class.	Yellow card, lunch detention	Class Teacher
Three removals from a lesson	Student to serve detention with Head of Department, fixed term removal from lessons. Red card issued. Letter home.	Head of Department
Three Red cards	Extended detention and	Head of Year

	communication to parents.	
Failure to wear correct uniform without good reason communicated by parents.	10 minute after school detention.	Tutor
Truancy of lessons, assembly or registration.	After school detention for time as appropriate.	Tutor/ Deputy Head of Year.
Persistent refusal to wear uniform	Sent home to change/ lunch detention.	Head of Year.
Unsafe behaviour at lunch or break time.	5-15 minute lunch detention	Any member of staff.
Refusal to follow reasonable instructions.	Internal exclusion.	Senior staff.
Verbal abuse to staff	Internal exclusion.	Senior staff.
Bullying (one off offence)	Detention/ Internal Exclusion	Head of Year

\*Students may be detained up until 3:30pm without prior notice to parents. Parents will be given 24 hours notice for detentions which extend beyond 3:30.

#### Exclusion Guidelines

The following are guidelines as to the sanctions that the school might apply to serious breaches of our school code of behaviour. It should be noted that we will always give consideration to individual circumstances (especially recent traumatic events), the degree of deliberate intent, past disciplinary record as well as any special needs or disability that the student might have.

The school will always seek to balance the needs of an individual with the ethos of the school community and the learning and well being of all students and staff. The school acknowledges that it has a duty of care to all staff and students and will always give regard to the DfES guidance when making any decisions of this nature.

All students identified as being at risk of permanent exclusion will be provided with support to help them to modify their behaviour. All such actions will be agreed with parents and relevant external agencies.

Students who consume drugs and who engage in any transaction (eg buying or selling) over the drugs will face permanent exclusion.

It should also be noted that students who **persist** in committing behaviours which warrant fixed term exclusions will almost certainly be at risk of permanent exclusion.

Behaviour	Sanction
Fighting-no premeditation	1 day internal or 1 day fixed term external exclusion
Graffiti or damage to school property	Saturday Morning Community Service (e.g. cleaning walls) or 1-2 day fixed term exclusion
Fighting-pre-arranged	1-3 day fixed term external exclusion

Conspiring to cause a fight	3-5 days fixed term exclusion
<b>Physical attack</b>	3-5 day fixed term exclusion
<b>Physical assault</b> resulting in actual bodily harm requiring medical attention.	5 day fixed term exclusion
Theft/ deliberate damage of someone else's property	1-3 day fixed term exclusion (compensation required or return of property)
Receiving stolen goods in full knowledge of the situation	5 day fixed term exclusion
Abusive language to staff	1-3 day fixed term exclusion
Aggression towards staff	5 day fixed term exclusion
Refusal to follow staff instructions on a repeated basis	1-3 day fixed term exclusion
Persistent refusal to wear appropriate uniform/ infringements on jewellery	1-3 day fixed term exclusion (after other sanctions have proved ineffective).
Persistent bullying of another student(s) and failure to respond to warnings	5 day fixed term exclusion (Permanent exclusion will result if this continues).
<b>Cyber bullying using the internet at home</b>	<b>1-3 day fixed term exclusion (If this continues permanent exclusion will result.)</b>
Persistent disruption of learning and failure to respond to support	1-3 day fixed term exclusion (If this continues student may face permanent exclusion.)
Wilful disruption of an examination	1-3 day exclusion
<b>Inappropriate sexual conduct.</b>	<b>Permanent Exclusion</b>
Consuming illegal drugs during school time or in a school activity/ excursion	5-10 day fixed term exclusion
<b>Engaging in buying or selling any illegal drugs</b>	<b>Permanent Exclusion</b>
<b>On the school site under the influence of any drugs</b>	<b>Permanent Exclusion</b>
<b>Possession of an offensive weapon*</b>	<b>Permanent Exclusion</b>
Using an offensive weapon*	Permanent exclusion
Abuse of fire alarm	3-5 day fixed term exclusion
Racist and/or homophobic abuse towards another individual	3-5 day fixed term exclusion
Refusal to accept the authority of the Headteacher	3-5 day fixed term exclusion
'Mugging'	5 day fixed term exclusion
Aggression or threatened violence to member of staff (inside or outside school).	Permanent exclusion

**In cases where a pupil has committed a criminal offence (eg incidents involving drugs and weapons) the school will inform the police.**

In cases where exclusions exceed five days the school will ensure that alternative provision is made for the student's education and a reintegration meeting with a senior member of staff will be arranged.

\* An offensive weapon means any article made or adapted for causing injury, or intended to cause injury.

The Headteacher (or a designated deputy), alone, may issue fixed term or permanent exclusions.