

DISCIPLINE AND PUPIL BEHAVIOUR POLICY



Member of Staff Responsible for the Policy: MH

Date on which this Policy was last reviewed: January 2017

Date on which this Policy is to be next reviewed: January 2018

Dissemination of the Policy: All Staff, Governors, parents via website

INTRODUCTION & GUIDING PRINCIPLES

In the DFE document “Ensuring Good Behaviour in Schools” all schools have the support of the Government to provide a safe and structured environment in which teachers can teach and children can learn.

These shared expectations can be summarised as follows:

- all pupils show respect and courtesy towards teachers and other staff and towards each other.
- parents encourage their children to show that respect and support the school’s authority to discipline its pupils.
- headteachers help to create that culture of respect by supporting their staff’s authority to discipline pupils and ensuring that this happens consistently across the school.
- governing bodies and headteachers deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.
- every teacher will be good at managing and improving children’s behaviour.

The Governing Body has a duty to set the framework for the School's Behaviour Policy by providing a written statement of general principles for student behaviour, taking into account the needs of all students.

The Governing Body requires that all school policies should reflect the highest standards, and this policy, in particular, upholds the fact that at Downlands Community School all anti-social behaviour is unacceptable and will not be tolerated. It is acknowledged, however, that problems are likely to have underlying causes of which the school should take account, and do all it can to counter. It is particularly important that those students with special educational needs, with physical or mental health needs or disability, looked after children and those for whom English is an additional language receive behavioural support according to their needs and that reasonable adjustments may be made to sanctions used. If the behaviour under review gives cause to suspect that a child is suffering, or likely to suffer, significant harm then the schools’ safeguarding policy will be followed.

The Governing Body expects the school to be a place where self-discipline and good behaviour is promoted and where students’ behaviour reflects the school’s “F.A.I. R. “code of conduct i.e. Friendly, Appropriate, Intelligent, and Responsible.

The school rules for student behaviour should:

- Be fair and clear to everyone;
- Help maximise student learning by creating an atmosphere of positive encouragement for students supported by consistent use of the rewards policy;
- Create a safe environment for all members of the school community;
- Ensure students’ standards of behaviour are acceptable;
- Promote self-discipline and proper regard for authority among students;
- Encourage respect for others, and prevent all forms of bullying among students;
- Regulate students’ behaviour through constant and consistent enforcement of sanctions by all members of staff

AIMS OF STUDENT BEHAVIOUR & DISCIPLINE POLICY

This policy makes clear the attitudes and values of Downlands Community school and illustrates the processes involved in ensuring students develop a responsible attitude towards their conduct through the experiences and challenges of school life.

The school aims to provide a caring environment in which all pupils can develop academically with happiness and security. Good order and discipline are essential to the success of the school, as learning takes place best where students understand the need for appropriate behaviour.

For any policy to be effective it has to be accepted and understood by all those involved in the school. All members of the school community, i.e. teachers, ancillary staff, technicians, parents/carers, students and governors have an important role to play in the implementation of this policy. It sets standards for a variety of situations and needs to be worked on constantly by us all until it is part of our normal practice.

Whilst the overall aim is concerned with guidance on expected standards of good order and discipline, the school believes in the importance of individual growth and personal development and appreciate the value of living in a shared community. We value and praise integrity, reliability, tolerance, loyalty, respect for others, compassion, co-operation, self-discipline, initiative, effort and achievement.

All pupils are valued equally, irrespective of gender, race, ethnicity, belief, physical or academic ability. We believe it is the right of every individual to learn within a safe and orderly environment, which is free from disruption, violence, bullying and any form of harassment therefore ensuring the environment promotes equality and fairness for all.

We seek politeness between people, attention in the classroom and order about the school. It is the responsibility of everyone in the school to act pleasantly with courtesy and consideration to others in lessons, during break and lunch times and at all other times.

Discipline in schools – teachers’ powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

LESSONS

Classrooms (including laboratories, workshops, gym and other teaching environments.) are places of work and there are clearly set rules and expectations for their use. These will enable everyone to work successfully, safely and enjoyably:

At the start of lessons (including registration and tutor time)

- Enter rooms sensibly and go straight to your workplace.
- Take out books, pens, and any other equipment needed for the lesson, and put your bags away under your desk/chair or in a designated area.

During lessons

- Follow the Behaviour for Learning Plan.
- Eating and chewing are not allowed. Water bottles are allowed.
- Do not leave the room without the teacher's permission signature in your journal

At the end of lessons

- The bell is a signal for the teacher – do not pack away until told to do so.
- When told to pack away, do so quietly and sensibly.
- When told to leave make sure chairs are under or on desks, the room is tidy and leave in an orderly way.
- For lessons completed in the ICT rooms, all workstations must be tidy, with computers logged off, ready for the next class to enter.

Behaviour for Learning Plan

In lessons students must follow our **F.A.I.R.** code of conduct expectations:

1. Arriving on time, with the right equipment, moving straight to their workspace and getting organised ready for the lesson to start.
2. Behaving with courtesy to staff and other pupils.
3. Listening in silence, and carrying out instructions when asked.
4. Raising their hand to attract the teacher's attention and talking only when allowed.
5. Avoiding interference with the learning and concentration of others.
6. Using furniture only for its intended purpose and taking care of curtains, equipment, displays, plants and decor.
7. Leaving the room clean and tidy for others, including placing chairs neatly under tables.

UNIFORM

- It is expected that pupils will be in uniform at all times according to the rules stated in the journal. Any student who repeatedly wears the incorrect or incomplete uniform is liable to receive a sanction.
- Unless the school accepts the written reason given by the parent/carer of any pupil arriving at the school in non-school uniform trousers / skirts / tops / leggings or with what the school judges as an unacceptable hair cut/style/colour, the pupil will not be allowed to attend lessons, but will work separately or may be asked to go home to rectify the issue. Parents/Carers will be contacted if the pupil is to be sent home.
- All outdoor jackets/coats must not be worn inside the building.

BASIC EQUIPMENT FOR LESSONS

Rationale: the lack of equipment in lessons hinders independent learning.

Basic equipment means:

An appropriate size bag containing a pencil case with at least two black ballpoint pens, a pencil, a ruler, a rubber, a scientific calculator and the school journal.

1. All form tutors do regular checks on basic equipment as they currently do for journals.
2. If a pupil has not got the minimum equipment required for a particular lesson then the following will happen:

Verbal warning given (first time) then C1 lunchtime detention, C2 after-school detention.

3. It is the student's responsibility to borrow or purchase equipment in their break or lunch time.

MOVING AROUND

- For everyone's safety there should be no running in the school building.
- Walk on the **LEFT** in corridors.
- Carry your bag at your side and not on your shoulder.
- Wait to enter a room in single file along one side of the corridor to maintain access for staff and other students.
- At lunchtime and break times all pupils must remain in designated areas.

DINNER AND SOCIAL AREAS

Food and drink are only to be consumed in the designated eating areas. Students should remove their outdoor clothing when eating in these areas at lunchtime. No eating or drinking should take place in the corridors at any time.

The bringing in to the school and selling of items, including food and drink, is strictly forbidden. Sanctions will be issued.

Litter must not be dropped anywhere in, or outside, the school building, and everyone should take care to keep the school looking clean and pleasant. Plenty of litter bins are provided for use.

BEHAVIOUR TO AND FROM SCHOOL OR ON SCHOOL PREMISES OUT OF NORMAL SCHOOL HOURS

Under section 89 (5) of the Education and Inspections Act (2006), teachers and all persons acting on behalf of the headteacher, have a statutory power to discipline students for misbehaving outside the school premises. The school therefore reserves the right to impose disciplinary action for behaviour outside the school premises, including to and from school where it is deemed that school policy is not being adhered to and where, in the judgement of the school, based on the evidence available at the time, the welfare of other pupils are at risk or the reputation of the school could be adversely affected. Pupils are expected to show every respect for the school's neighbours and members of the public.

The school reserves the right, therefore, to discipline a student for misbehaviour when the student is:-

- Taking part in any school related or organised activity.
- Travelling to and from the school or on school premises out of school hours.
- Wearing school uniform or can be identified as a student of the school.
- When misbehaviour could have repercussions for the orderly running of the school.
- When misbehaviour poses a threat to another student or member of the public.

- When misbehaviour adversely affects the reputation of the school. All students are not allowed to leave the premises unless they have permission or go home for lunch.

The school may also report the matter to the Police.

At breaks and on the journey to and from school students must follow our **F.A.I.R.** code of conduct expectations:

1. Calm, orderly and considerate behaviour at all times both in school and outside, particularly in local shops.
2. In school there should be no running, shouting, pushing or other behaviour which may threaten other people's safety. Pupils should walk on the left.
3. Extending courtesy cheerfully to other pupils, staff and visitors, including standing aside on corridors and stairways. Queuing in a single file.
4. Making sure actions or comments do not cause other people to be unhappy or offended. Reporting any such behaviour to a Prefect or Bus Prefect or member of staff.
5. Placing litter always in the litter bins.
6. Wearing only full school uniform indoors. Using lockers, pegs or bags to store coats and other external wear.
7. No smoking in the school, its' grounds or on the journey to and from school. Any pupil caught smoking on the school site or on the way from or to school will be issued with a C3 sanction. A C2 detention may be issued to any student fraternizing with a group of smokers, even though the student himself or herself may not be smoking.

BUSES / COACHES / TRAINS

Pupils are expected to behave calmly and sensibly when waiting for transport and during the journey. Pupils should follow instructions given by any teacher on duty, driver or transport member of staff. Passes should be carried at all times. The school will support any action taken by the transport companies against any student, who is deemed to be a danger or nuisance to others and puts at risk the safety of others. In the rare event of a student not being allowed onto a bus/coach or train, the school will attempt to contact the parent or carer provided the school is made aware of the issue.

CYCLES

Only cycles are allowed as a means of transport onto the school premises. For safety reasons pupils should cycle slowly when approaching and leaving the school premises. Cycles should be locked in the designated area. All other forms of transport such as mopeds, motobikes, scooters, skateboards & roller skates or anything similar are not permitted due to safety reasons.

MOBILE PHONES

The use of Mobile phones is covered in the school policy regarding the use of mobile devices. Pupils may use their phones for messaging and other internet related tasks during break and lunch once their parents have signed a consent form and their device has been registered with the school. The use of phones for voice calls is prohibited as is the use of headphones. Any earphones on display at any time, either being worn or coming through an item of clothing will be confiscated. Pupils may use their phones in lessons as part of a planned teaching and learning activity where the teacher has given prior permission. In lessons where the use of phones has not been granted they must be switched off and in their school bag. Please note if your child does bring their mobile phone to school they do so at their own risk and it is their responsibility. The school will not be held liable for loss of the phone or any damage to the phone. Should your child be found using their mobile

phone without permission or inappropriately it will be confiscated.

E-learning Facilities

The school is equipped with security software, which filters inappropriate wording, imagery or website access made by any individual through the school's intranet. The school reserves the right to discipline any individual, who attempts to access illicit websites or imagery, uses threatening terminology or expletives, be it through any internet search engine, software or form of electronic communication.

A judgement will be made by the school as to the severity of the misuse. Consequences will be issued in accordance with the consequences as laid down in the "Behaviour for Learning Plan". Electronic misuse may lead to parental contact, restricted access on the school's intranet and in extreme circumstances to police involvement.

The school makes every effort to filter "inappropriate" sites via the World Wide Web but, due to the nature of the internet, cannot take responsibility for all sites accessible.

REWARDS

Downlands is committed to celebrating the success of students in all aspects of school life. The use of rewards is extremely important in promoting and acknowledging a positive ethos throughout the school. We aim to praise, reward and celebrate student success in and out of class, through assemblies, treat events, pupils being seen by the Headteacher and our yearly awards evening. The school operates a reward system in which students build up achievement/house points for positive attitude to learning, achievement, contribution to school life and attendance. These are logged electronically on SIMS and can be viewed via the Parents Portal. Students will be issued points for a range of reasons and can build these points up over the course of the year:

Attitude to learning / citizenship:

- | | |
|-----------|---|
| 1 point | awarded by teachers on a day to day basis for outstanding effort / work / homework / citizenship. |
| 5 points | awarded half-termly for sustained good effort and attitude to learning in a subject. |
| 10 points | awarded half-termly & postcard given to pupil for sustained excellent effort and attitude to learning in a subject. |
| 20 points | special achievement awards. Letter home. |

Attendance:

- | | |
|-----------|---|
| 5 points | awarded termly for 95% to 96% attendance. |
| 10 points | awarded termly for 97% to 98% attendance. Postcard given to pupil. |
| 15 points | awarded termly for 99% to 100% attendance. Postcard given to pupil. |

SANCTIONS

Teachers and all persons acting on behalf of the headteacher, have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction (Section 91 Education and Inspections Act 2006).

Good discipline both inside and outside the classroom is the mark of a good teacher: it provides security for teacher and students alike. Every member of staff should feel that they are part of a team which is organised in such a way as to provide support and encouragement when needed. In order for this support to be given, it is essential that disruptive behaviour should always be dealt with when it occurs. If unacceptable behaviour is ignored, or tolerated, it is seen by students as being condoned and is likely to persist or worsen. All teachers are expected to use the behaviour management guide and have a right to expect full support from more senior colleagues when challenges arise.

Pupils will be made aware of the consequences of their actions and that, while each incident will be investigated and judged on a case by case basis, there are certain actions which will normally result in particular sanctions. It is difficult to come up with a definitive list that covers all types of behaviour and contexts, however in most cases the behaviours outlined below will result in the sanction described. Similar to the reward system unacceptable behaviour is also logged as behaviour points on SIMS.

Consequence 1 (C1) – No behaviour points recorded on SIMS

This sanction is to be the first stage in the policy. C1 offences may be punished by a short break or lunchtime detention. Repeated behaviour would move to C2.

Staff will implement these sanctions for the following behaviours :

No book/equipment/journal; no or inadequate homework; low level disruptive behaviour in class; insufficient or inadequate classwork; late to lesson; uniform/ jewellery; late to registration; disobeying prefects; chewing/eating in class; out of bounds at breaktimes; inappropriate language (minor); littering; confiscation of mobile/ipod; inappropriate behaviour (minor) in corridor.

Consequence 2 (C2) – 3 points

This sanction will be the second stage and equates to 3 SIMS behaviour points. C2 offences will be punished by an after-school detention.

Staff will implement these sanctions for the following behaviours: Persistent C1 offences; truancy; behaviour that staff consider to be more serious than C1 and deserving of an after-school detention.

Consequence 3 (C3) – 10 points

This sanction is the third stage and equates to 10 SIMS behaviour points. C3 offences will be punished by either of the following; withdrawal of breaks for a fixed period; 90 minute after-school detention; isolation; community service.

Staff will implement these sanctions for the following behaviours: six C2 persistent disruptive behaviour or unacceptable behaviour offences; refusal to attend a C2 detention; smoking; vandalism; fighting; bullying; racism; persistent truancy; behaviour considered to be deserving of a more serious punishment

Consequence 4 (C4) – 20 points

This sanction will be the fifth stage and equates to 20 SIMS behaviour points. C4 offences will be punished by fixed term exclusion.

The Headteacher will implement this sanction for more serious offences such as: persistent C3 behaviour; verbal abuse/intimidation of staff; failure to accept school discipline; assault/violent/threatening/dangerous behaviour, theft, substance possession or use.

Permanent exclusion

Permanent exclusion is considered for the most serious breaches such as:

Persistent disruptive behaviour
Persistent failure to accept school discipline
Major assault/threat to a member of the school community
Dealing drugs

DETENTIONS

Schools have a statutory right (Education and Inspections Act 2006) to use detention as a sanction both within the school day (C1 sanction) and after normal school hours (C2 sanction). Under this Act, parental consent is not required for detentions and inconvenient travel arrangements do not affect the right of the school to impose a detention. The school believes detentions are a valuable tool in reinforcing the school's Behaviour for Learning Plan. Any pupil, who misses a detention, for whatever reason, must re-serve the detention. A truant detention can result in further and more serious sanctions taking place.

After-school detentions:

These will take place on Tuesday, Wednesday and Friday evenings between 3.10 and 4.00pm. Students will complete work relating to the infringement in silence.

Notification:

We will always attempt to contact parents by telephone and/or text if their child is issued with a detention. Unless there are extenuating circumstances this will be served on the next scheduled detention day, which maybe the same day depending on when the sanction was issued. Staff also inform pupils.

The school is not required to give 24 hours notice for an after-school detention. In extenuating circumstances we can arrange transport home for students after detentions, although there may be a delay until staff and transport become available. The safe return home of the pupil remains the prime responsibility of the parent or carer.

CONDUCT OF ENQUIRIES INTO INCIDENTS OF MORE SERIOUS UNACCEPTABLE BEHAVIOURS

Disciplinary enquiries often operate within a number of constraints:

- those who feel aggrieved want to see justice done;
- parents/carers may refuse to accept their child has done wrong;
- blame may not be all on one side;
- absolute proof about what happened may not be available;
- expectations may be unrealistic;
- staff time to pursue an enquiry is limited.

School discipline enquiries will be conducted within the context of:

- loco parentis' (not as a legal enquiry). i.e. conclusions may be reached upon an assessment of the whole situation and a knowledge of the students involved and not necessarily upon absolute proof.
- a reasonable response in terms of the amount of time given to the enquiry;
- balancing probability when absolute proof is not possible;
- assessing the relative reliability of witnesses on the probability of them telling the truth or not;
- the consistent application of policies

Students should learn from experience to expect fair and consistently applied punishment for bad behaviour which clearly makes the distinction between serious and minor offences.

Within an enquiry the statement 'I do not believe you' may be based upon a balance of probability not upon absolute proof. Standards of school discipline have to be maintained and it would be quite harmful to develop a culture in which those who honestly own up are punished whilst those who lie get away with bad behaviour.

If within an enquiry students or their parents raise wider issues which they believe has contributed to the incident/s of bad behaviour the school will take reasonable steps to investigate.

Amongst other information it is important to clarify as a result of any investigation:

- previous behaviour record in school.
- is the student considered to have emotional or behavioural difficulties or are there any external factors which should be taken into consideration?
- was the incident perpetrated by the student on his/her own or as part of a group?
- if within a group is there evidence that the particular behaviour was more remiss than that of other members of the group?
- from where did the evidence come about the students' involvement in the incident?

INTERVENTIONS

Tutors monitor their Tutees' achievement and behaviour points and are the first wave of intervention in terms of praise and setting targets for improvement. This is done by discussion with the pupil in Tutor time.

If there is a general concern relating to attitude to learning in then a pupil will be placed on report. In the first instance to the Tutor, then subsequently to the Head of Year and finally to a member of the Leadership team.

Where there is continuing and/or significant cause for concern the Pastoral Support Officer for the year group under the leadership of the Head of Year will become involved. They will liaise with parents/carers to agree on further interventions using school based and external agency staff:

School based support: Tutor, learning mentors, pastoral support officer, Assistant & Head of Year, school nurse, SEN team, school counsellor.

External support through referral : Local authority support - behaviour, substance misuse, educational psychology; Children and Young Persons Planning Forum meetings where representatives from agencies working with families and children attend and school staff present a case for support and early help plans (see below), Police Liaison officers.

Pastoral Support Plans (P.S.P)

Pupils, who give continued cause for concern for behaviour, will be issued a "Pastoral Support Plan" or P.S.P. This will normally involve consultation with the parent, pupil and pastoral representatives for the school and if appropriate representatives from outside agencies. The PSP is essentially an action plan which will set individual targets for and by the pupil and will lay out strategies to support the pupils to overcome behavioural issues. The document will also include parental and school responsibilities as well as those of the pupil. Failure to improve behaviour after a given period of time on a pastoral support plan, may result in a permanent exclusion. (See Exclusions Policy)

Early Help Plans

If the school or parent/carer identifies a 'whole family' need that requires a multi-agency intervention then an early help plan will be actioned in line with the national strategy to target support at early as possible. The school will liaise with outside agencies to facilitate the intervention work.

The Inclusion Room

The Inclusion room is used when other school sanctions have not been effective in dealing with a particular issue or for more serious incidents of poor behaviour. The student is withdrawn from lessons for an agreed period and works under the supervision of a Behaviour Support Officer. As well as completing their classwork in the Unit students are given opportunities to reflect on their behaviour and to discuss strategies designed to ensure that their behaviour improves.

Managed move to another school

This is a process by which a “fresh start” at another school is arranged. A contract is drawn up by all parties setting out targets for behaviour, attitude to learning and attendance. An agreed period of time is decided upon, usually a minimum of 6 weeks, with built in review meetings. During the managed move period the pupil remains on roll at the original school. If the managed move is successful the pupil is then put on roll at the destination school.

OTHER PROCESSES

CONFISCATION OF AND SEARCH FOR INAPPROPRIATE ITEMS.

The school will follow the advice provided in the document “Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies”.

Summary:

Under Section 90 of the Education and Inspections Act 2006 and Part 2 of the Education Act 2011, the school has the right to confiscate, retain or dispose of a student’s property and protects the school from liability of damage. The school reserves the right to search without consent for prohibited items. These include: - tobacco & cigarettes, fireworks, alcohol, illegal drugs, stolen items, pornographic images, knives and weapons or any other item which the school deems could be considered harmful to a student or could cause damage to property. Sanctions will be imposed if a confiscated item is found, depending on the judgement of the teacher. Refusal to comply with a school search will result in a sanction.

Weapons, illegal drugs and extreme or child pornography will be handed to the police will normally result in the school imposing a fixed-term exclusion of up to 5 days or even a permanent exclusion, as this is deemed totally contrary to the ethos and safety of all students and staff in the school.

All searches should be done if possible in the presence of another member of staff of the same sex. Where possible, both members of staff should be of the same sex as the student being searched, but this is not binding.

LOOKED AFTER PUPILS AND THOSE WITH SPECIAL EDUCATIONAL NEEDS

Pupils with a statement or with particular educational needs or looked after children are expected to follow the school’s Behaviour Policy, and comply with all sanctions. Where behaviour is incurring a risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the pupils are being supported and that “reasonable adjustments” are set in place to support the pupils’ needs better.

Loss of personal Items on school premises

The school cannot take responsibility for any item lost within the grounds of the school property. This includes bicycles, electrical equipment, items of uniform (sporting and non- sporting) and money.

False allegations against members of staff

Under the Education Act (2011), the school reserves the right to take disciplinary action against any pupil that, in the view of the headteacher based on the evidence before him/her, has made a serious, malicious allegation against a member of staff, which is unproven. This may result in exclusion. (Please refer to the school's Exclusion Policy).

Power to use of reasonable force

DFE guidelines state the following: "All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property and to maintain good order and discipline."

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools do not require parental consent to use reasonable force.

Further reference should be made to the school's policy on physical intervention and full guidelines are in the 'Use of Reasonable Force in Schools' document published by the Department for Education.

Police Involvement

In the event of the police becoming involved in an enquiry the school may consider it to be appropriate to allow them to complete their enquiries and decide upon the action they propose to take before completing the school enquiry. A likely exception would be if, for the safety of the school community, it was decided to exclude a student.

There may be circumstances in which the school makes the decision to involve the police as a result of incidents which have occurred within school.