



## **Section A: Overview of Policy**

High standards of behaviour are expected of all students within and outside the classroom, resulting in a positive purposeful atmosphere around the school. Around school, it is the responsibility of all staff to ensure that we have a safe pleasant environment in which to work. All teachers need to act positively, calmly and consistently to stop unacceptable student behaviour such as bullying, dropping litter etc.

Staff are asked to treat all students as individuals with consistency and fairness. Where students need to be disciplined, this will in most cases be satisfactorily dealt with by a rebuke without the need to further action. Staff should make every effort to ensure that this is the case. If this is not successful, then further sanctions should be given by the subject teacher.

It is a primary responsibility of all teachers to manage student behaviour within the classroom and to ensure behaviour is good by taking appropriate measures. This is not just a matter of applying sanctions, but of using praise, reward and secure interpersonal relationships to encourage positive responses.

Good classroom management will be achieved by collective responsibility being shared within the structure of the Department.

Basic guidelines to be used by staff to implement the student entitlement:

- Be on time for all lessons, welcome students to the lesson at the door
- Check attendance at the start of every lesson
- Be consistent, firm and fair
- Structure the whole of the lesson in advance including the provision for homework

Each subject teacher has a responsibility to control lessons in a positive manner. Guidelines should include:

- Starting lessons promptly, briskly with an impact
- Standing prominently when talking
- Speaking clearly
- Using eye contact to scan the whole class
- Using voice control
- Using pauses effectively
- Avoiding fidgeting
- Moving around the room confidently, particularly in student territory
- Being ware of e-safety issues when students are using computers
- Expecting and reinforcing good behaviour
- Knowing students' names and individuals status (e.g. SEN, LAC, G & T etc)
- Using a variety of increasing strategies to overcome problems

Such guidelines are designed to support the individual and personal approach of each member of staff.

## **Rewards**

All staff will try to encourage and praise students wherever possible and appropriate.

This may include:

- ◆ Spoken or written comments
- ◆ Short message in students' planner
- ◆ Postcard home
- ◆ Awards at presentation evenings
- ◆ Attendance and punctuality certificate

## **Sanctions**

### **Departmental**

When sanctions are necessary the following general rules should be observed:

- Teachers should avoid the punishments of whole groups for the activity of individuals
- Sanctions should be in proportion to the offence
- Students should be left in no doubt as to why they are being punished and how

Sleuth forms must be completed by the subject teacher for students whose behaviour has gone beyond the boundaries of acceptability.

Sanctions by the subject teacher can include:

- Setting extra work
- Break detention
- Lunch detention
- After-school detention (with 24 hour notice)

The subject teacher should aim to resolve the situation, to reinforce standards expected within their classroom and to establish such standards through the use of appropriate punishments for the offence.

If further difficulties arise, the matter should be referred to the Head of Department. Such a referral should detail the strategies used by the subject teacher.

The Head of Department should impose further appropriate sanctions which could include placing a student on subject report, contacting parents, meeting with parents.

Each department should have a structured system and it is the Head of Department's responsibility to lead, monitor and support departmental staff.

## **Section B: *Legalities (if appropriate)***

## **Section C: Procedures (if appropriate)**

### **Emergency call out during lessons**

Where a student is seriously disrupting the learning of others and classroom support is called, the member of staff should assess the situation and action appropriately.

- a) If student is calm enough to return to lesson, introduce back into the room
- b) Where a student needs to be away from the rest of the teaching group, the student should be taken to the Head of Department's class.
- c) Where a HoD is teaching a similar class (e.g. same year group) it may not be appropriate to join the Head of Department's class. Classroom support should then determine in which classroom the student should be placed.

In all instances, the teacher of the class must follow through with the student and reinforce standards expected, clearing up any misunderstanding/misinterpretation in the process.

When a student is disruptive in a number of subject areas, this will action a full reporting structure monitored by the House Teams.

### **Sleuth Forms**

Sleuth forms should be completed for inappropriate behaviour stating:

Name of student	Form	Date in incident
Subject/location	Staff involved	Time of incident
Type of incident	Action taken	

Forms must be fully completed and taken to the school office for entry.

Prompt filing in the office is requested for efficiency of the system (do not hold onto forms for a week).

The office will distribute to Form Tutors.

Form Tutors should respond to information received to monitor students and reinforce expected standards of behaviour and co-operation.

When the Form Tutor has received Sleuth forms from a range of subject areas/concerns, then action should be taken in liaison with HoH re school reporting process.

### **The Respite Centre**

At Key Stage 3, the Respite Centre is a behaviour support area to which students may be referred.

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The centre aims to:

1. Reduce fixed and permanent exclusions by referral of students to the centre
2. Challenge students behaviour issues and put in place action plans, to address them
3. Reintegrate fixed term exclusions back into mainstream with a support programme/plan
4. Provide a safe place for victims of bullying, including cyber bullying
5. Support staff with information and resources in relation to managing difficult behaviour

### **Alternative Curriculum**

The Alternative Curriculum is accessed by students at Key Stage 4 who may find full time or mainstream lessons challenging for a variety of reasons. Lessons may be delivered by the Alternative Curriculum Manager, or students may participate in educational opportunities off site. The aim is to provide a personalised teaching and support programme tailored to the needs of individual students.

### **Exclusions**

#### **Fixed Term**

Exclusions are normally for a fixed term. Examples of transgressions which merit this action could include:

- any students fighting
- being abusive to a member of staff
- making racist remarks or comments
- found to be in possession of or using drugs or illegal substances
- failure to respond to the school's code of conduct

This will be at the Headteacher's discretion.

#### **Permanent**

Permanent exclusions are extremely rare and every effort will be made not to permanently exclude. However there are circumstances in which a student may be permanently excluded if a serious transgression of the school's code of conduct and common sense merit such an action. Examples of this could include:

- ◆ Unprovoked, violent attack on a student or member of staff
- ◆ Attempting to supply or sell illegal substances on or near the school premises
- ◆ Continued failure to respond to the school's code of conduct
- ◆ Serious incidents of bullying, including cyber bullying
- ◆ Bringing a weapon into school

#### **Bullying**

The Head of House will follow up all incidents of bullying and harassment. They will be dealt with as swiftly as possible and parents will be informed. We aim to create an environment where bullying, including cyber bullying will be reported and acted upon.

### **School Detentions**



**Section D: Escalation *Procedure; Sanctions, Actions, Involvement of others:***