



Behaviour & Discipline Policy

Reviewed & Agreed by the Governors	
Meeting:	
Date:	
Date of Review:	

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Behaviour and Discipline Policy

1. Introduction

The Whitstable School promotes shared core values that are essential to the development of pupils, preparing them to become responsible, resilient and informed members of society.

We promote our shared values through our on TRACK system.



This policy is intended to enable pupils, staff and parents to have a clear understanding of all issues relating to behaviour and discipline. It is hoped that this will enable the school to promote among pupils self-discipline and a proper regard for the school's authority, while at the same time encouraging good behaviour and respect for others.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty. The Whitstable School recognises that reasonable adjustments to the application of this policy will at times have to be made where required to meet individual needs and avoid disability discrimination.

Other related school policies are available on request from the Headteacher.

2. General Principals

All staff and pupils have the responsibility to:

- Treat others fairly, caring for other people's property.
- Treat others with care, courtesy and consideration and act in a safe and responsible manner.
- Allow effective learning to take place by showing respect to others and staff.
- Listen to other people's points of view.
- Report hazards or dangerous situations immediately.
- Participate positively with others across the school.
- Take pride in and care of the school environment.

All members of staff have the responsibility to:

- Consistently set high expectations and act as positive role models
- Implement agreed behaviour management policies
- Be vigilant, support and intervene in good time
- Consistently recognise a positive attitude to learning
- Identify, and act collaboratively upon causes of poor behaviour
- The policy applies to all pupils whilst representing the school at all times.

3. The School Classroom Code and Pupils' Behaviour

The expectations of pupils are clear and are communicated through our Classroom Code. The Code explains the expectations we promote.

- The Whitstable School – Classroom Code:
- Be on time and ready to learn
- Follow your teacher's instructions
- Be positive and purposeful about your learning
- Always try your best
- Remember that everyone has the right to learn in this classroom

Pupils are expected to be pleasant and responsible members of the school community who come to school in a positive, motivated frame of mind, ready and equipped to learn, and acting in a manner that promotes our 'On TRACK' values.

4. Home School Agreement and Acceptable Behaviour

The policy seeks to promote a positive attitude to learning based on good relationships, responsible behaviour and mutual respect between all members of the school community.

It aims to develop confident, self-sufficient, independent learners within a safe environment.

Aims:

- To set boundaries for positive behaviour through the school Classroom Code
- To develop self-discipline and personal responsibility for actions
- To promote the need for good relationships, mutual respect and regard for authority
- That pupils will receive recognition of positive behaviour and attitudes to learning
- To implement the sanctions that will be applied

As a pupil I will:

- Follow staff instructions and accept their authority
- Follow the school's codes and messages
- Be polite, respectful and courteous and treat others as I wish to be treated
- Respect and try to understand other people and be tolerant of their opinions

As a parent/carer I will:

- Teach my child to accept school rules and authority
- Support the school when dealing with rules that have been broken; disruptive or inappropriate behaviour
- Support the school's system of rewards and sanctions
- Encourage my child to make the best of their opportunities
- Celebrate my child's successes in their work and study support achievements

As a school we will:

- Teach and encourage pupils to follow the rules and accept authority
- Develop and maintain an environment of good relationships through staff interactions with pupils
- Develop and maintain a positive learning environment throughout the premises
- Operate fairly the system of rewards and sanctions
- Encourage pupils to seek success through the rewards system
- Celebrate the successes of pupils

Further information is available in our Home School Agreement on the school website.

5. Access to the School

Pupils have access to most areas of the school. However, certain areas are designated 'restricted areas' and pupils who go 'out of bounds' may be punished.

During unstructured times, pupils are able to use the designated areas. In wet weather, pupils are directed to the relevant areas they should access.

Pupils should not be in classrooms without a member of staff present.

6. Valuables

The school cannot accept responsibility for the loss of valuables that are brought to school, or for damage to the personal property of pupils.

It is unsafe for pupils to bring large amounts of money to school. If, in exceptional circumstances, this is necessary, it should be carried in a purse, wallet or envelope clearly marked with the owner's name and handed to the main office for safekeeping immediately when the pupil arrives in school.

In line with the mobile phone protocol, mobile phones should not be seen or heard during the school day. Phones will be switched off between the hours of 08:30 and 15:00 and placed in pupils' school bags. If a phone is seen or heard between the times, it will be confiscated, and a parent, carer or responsible adult will be required to collect it from the school office.

Pupils are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items that are intended for sale. The school reserves the right to decide if an item has been brought into school for the purpose of sale. All such items can be confiscated until collected by a parent/carer.

7. Policy on Breakages and Damages

The school's policy on 'Breakages and Damages' is given below as a reminder:

Parents will be liable to pay for breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings and the fabric of the school) where this is a result of pupil's action, whether this is deliberate or reckless.

The charge will be for the replacement of damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair or restore as necessary. A receipt will be issued for all payments made.

8. Rewards

The Whitstable School has high expectations of its pupils, all of whom should try hard to value their own achievements, both in and out of the classroom. To encourage them, a reward system operates throughout the school.

The school recognises the value of encouraging and rewarding pupils in order for them to reach their full potential and/or exceed expectations. Therefore, pupils are recognised and rewarded in a number of ways, these include:

- Verbal praise from class teacher
- Department postcards and stickers
- Pupils can also be sent to the subject leader or to Senior Leadership if they have completed a particularly good piece of work.
- Positive conduct points for displaying school On TRACK values.
- Termly reward assemblies
- Positive communication with parents
- Headteacher 'Book of Commendation'

The school is pleased to nominate pupils for external awards relating to work both in school or out in the community.

9. Sanctions

It is hoped that staff and parents of pupils will work together for the total academic and social education of the child. This involves adherence to the rules of the school and society. Pupils who fail to conform will, unfortunately, need to be sanctioned.

The school's range of sanctions is listed below. However, it should be recognised that the school's positive expectations of pupils place a strong emphasis on encouragement and of expecting positive and co-operative behaviour, and as such the co-operation of parents will be sought to modify poor behaviour. The school strongly believes in a restorative approach as a means of encouraging positive behaviours.

The aim is for pupils to work in a happy, friendly and courteous atmosphere. The ethos of the school is intended to support its pupils so that they are able to learn without distraction or interference. The school recognises discipline as important and necessary. Criticism and punishment will be directed towards the act of misbehaviour or failure to meet requirements rather than implied condemnation of a pupil. The pupil will be encouraged to work on targets for improvement.

We continue to monitor for and take into account the guidance of the DfE, particularly regarding Social Inclusion, taking account of any subsequent guidance published by the DfE. Students with Special Educational Needs: we observe the SEN Code of Practice. In particular, we make referrals to outside agencies when appropriate, and plan accordingly for the education of the student.

The Whitstable School's legal duties, in relation to the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students, will be considered when making decisions linked to discipline and behaviour.

We classify behaviours through a tiered system and sanctions are attached to each respectively.

Teachers will use the escalating T1-T6 system where pupils will be given every opportunity at each level to change their behaviour for learning.

T1 – First warning/opportunity to change behaviour, referral to Classroom Code.

T2 – Second warning/ opportunity to change behaviour, short class teacher detention issued.

T3 – Pupil removed from lesson and set an After School Detention (1 hour) with a Senior Leader.

T4 – Departmental withdrawal from lessons

T5 – Internal exclusion

T6 – Fixed period exclusion

Linked into this escalating consequence system are several layers of intervention to try to change the pupil's attitude to learning.

3 x T2 in any given subject – use of department Intervention Log and placed on departmental report

1 x T3 – there will be a phone call home and the pupil will be issued with a break House Leader detention and a T3 detention the following evening.

3 x T3 – phone call home and 1 day in the Pupil Support Provision, followed by SIMs reports.

1 x T4 – meeting with the House Leader and subject leader to discuss the issue. On report to the House Leader for 1 week.

1 x T5 – meeting with the House Leader/Senior Assistant Headteacher and parent to discuss the issue and agree monitoring. On report to Senior Leadership for 1 week.

1 x T6 – meeting with the House Leader/Senior Assistant Headteacher and parent to discuss the issue and agree monitoring. On report to Senior Leadership for 2 weeks.

9.1 Reprimand

Teachers may give a quiet, succinct reminder of agreed standards as set out in the Classroom Code.

9.2 Class teacher detention

Additional work may be set at the end of a lesson for completion in unstructured time or at home.

A T2 class teacher detention gives a pupil a timely reminder about inadequate attitude to learning and reaffirms the expectations expected in class.

9.3 Removal from lesson

T3 detentions will take place after school with 24 hours' notice to the pupil's parents.

Although some pupils will wrongly 'forget' to clear a detention, this should be a rarity. Even so, this is not acceptable. The punishment will be increased, unless a parent contacts the school to explain a reason for absence, in which case the opportunity will be available for the pupil to complete the sanction.

9.4 Referral to Subject Leaders

Problems in a given subject that are repeated will be referred to Subject Leaders.

Subject Leaders may use a range of strategies to promote a positive attitude to learning. A Subject Leader will also contact parents by letter or telephone to alert them to problems when appropriate.

9.5 Referral to Head of House

The Head of House will be the main driver for change across all pastoral barriers to learning. Targeted pupils on the basis of attitude to learning and attendance will be reviewed on a termly basis. Heads of House will work closely with pupils, parents and staff to ensure that the pupil is given every opportunity to achieve their personal best.

9.6. Pastoral Intervention

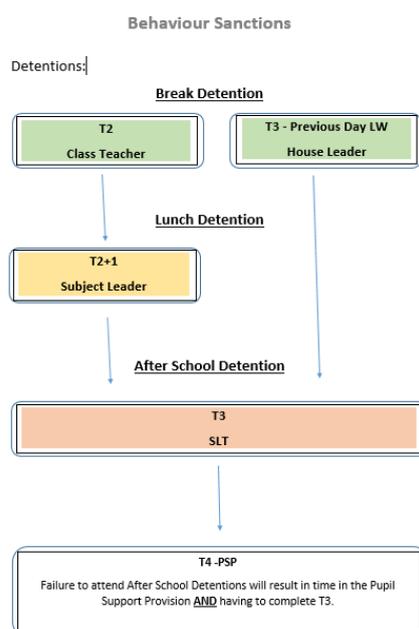
More general problems with a pupil will mean that the House Leader becomes directly involved to work with the pupil to improve the situation. In extreme cases, this may be referred to the Senior Assistant Headteacher.

The mentor, House Leader or Senior Leader will often use the 'On Report' system as a means of both encouraging a pupil and checking that improvements are taking place. Parents will be asked to sign the 'On Report' form to show they have knowledge of the intervention.

A member of the school's staff may use positive handling in order to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property (including their own)
- Engaging in behaviour prejudicial to maintaining good order and discipline at the school

Although the use of reasonable force is sanctioned by section 550A of the 1996 Education Act, which came into effect on 1 September 1998, the staff of The Whitstable School will normally use other methods to resolve situations.



10. Exclusions

Pupils whose behaviour is a major, on-going problem, or who are responsible for a single, outrageous act, may be excluded from school. Only the Headteacher can exclude a pupil.

An exclusion may be for a fixed period but in some cases this may lead to a permanent exclusion from school. A fixed period exclusion may be for up to 45 school days in a school year.

When the Headteacher excludes a pupil for a fixed period, he/she will inform the parent of the length of the exclusion and the reason for it. He/she will also advise the parent that they may make representation to the Governors' Discipline Committee. When a pupil is excluded for a fixed period, arrangements will be made for the pupil to receive work to do at home. On return, the pupil will normally be 'On Report' and spend at least a day internally excluded; the parents or guardians are expected to attend a reintegration meeting upon the pupil's return.

When a pupil is excluded for between 5-15 days in any term, the Headteacher will inform the Governors' Discipline Committee and, if the parent requests it, a meeting of the Committee will be arranged to consider the exclusion. For an exclusion of more than 15 days in any term, or a permanent exclusion, a meeting will be held as a matter of course.

If the result of an exclusion would be that the pupil may miss a public examination, a meeting of the Committee will be arranged.

For a permanent exclusion, the contact procedure between school and home is similar to a fixed period exclusion but the Governors' Discipline Committee will meet to consider whether the exclusion should be upheld or whether the pupil should be reinstated. The parent will be invited to this meeting. If the exclusion is upheld, the Committee will inform the parents of their right of appeal against the decision to an Independent Statutory Appeal Committee.

The full policy on exclusion is available on request to the Headteacher.