



Discipline Policy

Managing Student Behaviour

Dated: January 2008
To be reviewed: January 2009



Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY



Principles

Our approach to student behaviour is based on the following principles:

- We wish to maintain a secure, safe, consistent, and orderly environment for effective teaching and learning and to promote confident self-discipline in our students;
- We expect students and staff to behave in a courteous and socially responsible manner and with a thoughtful regard for others both in class and throughout the school;
- We expect students to be respectful, responsive, and polite in their dealings with all the adults they encounter as part of their life at school;
- We expect students to respect their own and others' work, property, and equipment and to treat the building, furniture, campus and teaching and learning resources with appropriate care and with regard for the health and safety of themselves and others.
- We recognise that as teachers and adults we play an important part in the positive socialisation of our students but we also recognise that to be most effective we require the full support of parents/carers.
- We understand that managing student behaviour is not just a matter of applying sanctions to discourage inappropriate behaviour but of using praise, reward, and secure interpersonal relationships to encourage positive responses.

Our approach to managing student behaviour is described as following a number of Stages.

STAGE 1

INCIDENTS

- Low level disruption or misbehaviour, and/or lack of effort
- Lack of appropriate equipment such as books, pens, kit
- Wandering, not settling, not sitting when/where requested
- Mobile phone use in school
- Leaving site without permission
- i-pod use in lesson or library
- Refusal to remove jewellery for PE / practical lessons
- No homework or homework done inadequately
- Wearing inappropriate clothing
- Little or no effort in class, no focus on task
- Eating in class
- Talking/chatting when asked to be quiet
- Behaviour that disrupts effective teaching and learning
- Lateness, dawdling between lessons
- Being out of bounds*

NOTE: In managing student behaviour you get what you tolerate.

* Off school site, car park, back of sports hall, behind 6th form block, on field or in PE areas (inappropriate times)

ACTION

1. Informal Verbal Warning – Teachers and tutors should give students an informal verbal caution and explain the cause of their concern clearly so that a student may be encouraged to respond with more positive behaviour. They should remind students that if the difficulty continues further stages in the discipline policy will follow.

2. Formal Verbal Warning – If students fail to respond and/or there is repetition or escalation of the problem then teachers/tutors will give a formal verbal warning and record this in their Planners/Mark books as 'W'. They should remind students that if the difficulty continues further stages in the discipline policy will follow.

3. Inappropriate clothing- the student should be asked to change if they have an alternative acceptable garment in school. If not, they should be referred to their tutor/Head of Year so that parents can be contacted and the student sent home to change. If this is not possible the student will need to be internally isolated with Head of Year /SLT until the end of the school day. The tutor and parents should be notified. In cases of revealing clothing, staff should enlist the aid of an SLT colleague of the same gender as the student, in order to deal safely and appropriately with the situation. The tutor/ SLT member should check that the clothing is appropriate on the student's return to school. **Note:** *Remember that how you talk is as important as what you say. It is possible to be firm and assertive without being rude and aggressive. Since students learn by imitation, clear, calm, and determined authority is more effective than anger.*

STAGE 2

Action by Faculties/Year Teams

INCIDENTS

- Persistent low level disruption, failure to respond to verbal cautions,
- More serious incidents including rudeness, abuse/bullying towards other students, smoking on site,
- Continued misuse of mobile phones/i-pods,
- Low level confrontations

*NOTE: Some unacceptable behaviour will warrant coming directly to this Stage
Please see Anti-bullying policy, Smoking policy*

ACTION

1. Teachers or tutors will produce a **written warning** by completing a yellow **Incident Report Form** that provides details of the problem or incident(s). These are available in the staffroom.
2. Teachers will pass the form to their Head of Department or Faculty Course Co-ordinator who will follow the agreed Faculty procedure for Stage Two*. Tutors who complete forms on a tutee will pass to their Head of Year (HoY) who will follow agreed year group procedure for this Stage*. Teachers on duty/support staff pass to Tutors who pass on to HoY.
3. When the sanction is applied students should be given the opportunity to add their own comments on the rear of the Incident Report Form. Following the sanction, the form with a note of the action taken will be returned to the student's Tutor for information and inclusion in the student's file. A photocopy of the form should be returned to the teacher/support staff concerned so that (s)he is aware of the action that has been taken. A white **student statement form** is available in the staffroom for use with victims, perpetrators and witnesses.

* Each Faculty and Year group will have its own agreed range of sanctions for this Stage. They may include: Counselling by a senior member of the team; punishment via detention(s) – break, lunchtime, after school; removal from normal class in that subject area and transfer to another on a short term basis; phone call/ letter home to parent(s); extra work set; setting of achievement targets in that subject area ETC. Copies of any paperwork must be forwarded to the tutor for inclusion in a student's file. A pro forma letter is available (in staffroom) to be completed by Tutors/Head of Year and sent home for those students caught smoking on site.

STAGE 3

Action by Tutors/Heads of Year/Course Coordinators/SLT

INCIDENTS

- Where teachers and/or Course Coordinators feel that a student is not responding to Stage Two sanctions;
- Where tutors and/or Heads of Year recognise that difficulties are not limited to one curriculum area.
- More serious incidents of disruption, anti-social behaviour, confrontation, bullying, refusal, rudeness or abuse.
- Plagiarism and abuse of intellectual property will initially be dealt with by the Course Coordinator at this stage but may need referral to the Examination Officer and Examination Board depending on the circumstances. Serious plagiarism may therefore be dealt with at stage four or five.

NOTE: Some unacceptable behaviour will warrant coming directly to this Stage

ACTION

Teachers will refer incidents to Course Coordinators via yellow Incident Report Forms and they will decide if the incident warrants Stage Three action. The form will be passed to tutors with a recommendation for this Stage. Tutors and/or Heads of Year may instigate this Stage independently of Faculties. The Stage will involve:

1. Thorough investigation of the incident and use of white student statement forms to gather evidence
2. Tutor/Head of Year/SLT counselling and possible use of Interim Reports or whole group on Class Report to gain the wider picture;
3. Use of an Action Plan devised to monitor behaviour and promote improvement, to possibly include:

The use of a **Report Sheet** system for monitoring behaviour across the curriculum

Green – to monitor positive targets

Yellow – to monitor unacceptable behaviour

Red – to monitor serious or repeatedly unacceptable behaviour;

Report Sheets with targets to be monitored twice daily by Tutor/Head of Year, to involve parents in monitoring process.

The support of external agencies may be sought through Learning and/or Behaviour Support at this Stage.

Parents may be invited to attend meeting(s) with the student and pastoral/teaching staff to discuss difficulties, devise the Action Plan, and/or review its progress.

Internal exclusion, where students are removed from classes to work alone for a fixed period, may be used at this Stage.

Moving a student from a tutor group or from a class may be used at this Stage – in consultation other Year Heads / Course Coordinators / PCS / parents as appropriate. Any agreed changes must be notified to Sandra Russell.

Parents are always to be informed when and why students are at this Stage, the short-term action taken, and any proposed Action Plan.

All paperwork relating to this Stage must be filed and copies forwarded to Head of Year since it may be required later in the disciplinary process.

STAGE 4

Action by Senior Leadership Team (SLT)

INCIDENTS

When previous stages have proved ineffective and/or when there are very serious incidents of challenging behaviour including:

Physical aggression towards another, serious verbal aggression, threats or swearing towards staff, climbing on the roof of the school, serious deliberate damage or theft of equipment or property at school or on site, any wilful action potentially threatening the health and safety of themselves or others, incidents of sexist or racist harassment, discrimination or aggression, persistent/serious bullying, substance abuse or supply in school

Please see school policies on Equal Opportunities, Confidentiality, Drug Incident Management, Smoking, Anti-bullying

NOTE: Some unacceptable behaviour will warrant coming directly to this Stage

ACTION

- Responsibility for action at this stage passes to the SLT. A number of strategies may be employed according to the seriousness of the incident and the previous disciplinary record of the student(s) involved. They include:
- Use of Internal Exclusion in the Student Seclusion Area (SSA). Students may be placed in the Student Seclusion Area via the On Call system (co-ordinated by ACCESS/SSA) for a lesson. The timing of a return to lessons is dependent on student conduct and application in SSA. Tutors /Heads of Year/ SLT may refer students for internal exclusion. See Appendix 1.
- Action as at Stage 3 using only a Purple Report Sheet which is monitored by a member of the SLT and/ or
- The use of Fixed Term Exclusion from school, in which case the relevant administration is to be completed by member of the SLT or delegated Head of Year including: Informing parents as soon as possible and in writing (via Angela Ryde); collating information on the incident and taking into account the previous disciplinary record of the student; notifying the LA; arranging for teachers to provide work for an excluded student; preparing appropriate reports for the Governors' Student Matters Committee according to guidelines.
- Referral to an external agency –such as the Police.
- Incidents of racism must be recorded on the appropriate form (available in the staffroom) and given to JMH for reporting online to the Local Authority. JMH will forward a copy of documentation to the Head of Year for inclusion in student files. Please also see Equal Opportunities policy.
- Cases of persistent / serious bullying may lead to use of a **Student Behaviour Agreement**, (available from JMH/ANC), in which they state their intent to refrain from bullying and to treat victim(s) with respect in future. Failure to comply can result in Internal or Fixed Term Exclusion.
- SLT will decide whether behaviour management stays within this stage or becomes an issue for Governors at stage 5.

Student Seclusion Area Appendix 1

- A student may be removed from a lesson or from the mainstream student body at break or lunch owing to very inappropriate, disruptive, or potentially dangerous behaviour. The On Call system will be used to collect the student and take him/her to the Student Seclusion Area (SSA), where he/she will be taught on a short-term basis. If the student continues to respond negatively a longer period in SSA may be necessary.
- A student may be timetabled into SSA for a set number of days as a result of referral by his/her tutor, Head of Year or SLT. This will enable difficulties to be assessed and explored in detail without disruption to the learning and teaching of other students.
- The Student Seclusion Area (SSA) will operate a teaching and learning timetable independent of the mainstream school. Students who are timetabled into this area for a period of internal exclusion may not have the usual start, finish, break and lunchtimes. Arrangements will be notified to the students and parents concerned.
- A student who fails to respond appropriately to sanctions at Stage Four may incur a Fixed Term Exclusion.
- In all cases (above) parents will be fully informed. Parents of students who have been timetabled into SSA at Stage Four or who have a Fixed Term Exclusion will be informed in writing and students will subsequently be monitored by a member of the SLT using a Purple report card.
- A student whose conduct gives rise to significant concern may be subject to a Pastoral Support Plan, (proforma available on the Souvenir drive). This document will be prepared by the Head of Year/SLT Link and will show intervention and support.



STAGE 5

Action by Governors

INCIDENTS

Failure to respond positively to previous intervention Stages or matters that the Head Teacher considers appropriate to refer to this stage.

Examples may include: Violence, serious or persistent bullying where the perpetrator has refused to desist, bringing an offensive weapon (or replica) into school, (gun, knife, laser pen), failure to accept school discipline, the supply, use of/or dealing of drugs in school (please see Drug Incident Management policy), serious acts of plagiarism or misuse of intellectual property. This stage will be used at the discretion of the Headteacher and SLT.

ACTION

The student and parents/guardians may be asked to attend an informal Governors' Warning, or a formal Governors' Discipline Committee hearing.

The Head Teacher will refer the student to the Governors' Student Matters Committee with details of the incident(s) causing current concern together with the student's previous Belper School and Sixth Form Centre disciplinary record. The Committee will use its own published guidelines (see enclosure) and procedures in dealing with the student and its own code of sanctions as it judges appropriate.

The Head Teacher will inform the Year Head, tutor, and teacher(s) concerned of the outcome. Parents will be invited to attend.

Governors' Student Matters Committee

- The committee will deal with essential discipline issues as referred by the Senior Leadership Team. It will consist of 9 Governors and the Headteacher and/or member of the SLT (Ex Officio) with a quorum of 3.
- The committee will; meet with students at risk of exclusion and their parents/guardians, report on exclusion data, hold exclusion hearings and make subsequent decisions.
- The Student Matters Committee will annually review the School Discipline Policy and its application.
- The committee will be involved in the celebration of student success in its many and varied forms.
- It will monitor the school's implementation of the 5 strands of the Every Child Matters initiative (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well-being) and a full range of student welfare issues. It will consider policies and summary outcomes relative to Child Protection, Equal Opportunities, Anti-bullying, Looked After Children.
- It will act as both the statutory Student Discipline Committee and the Admissions Committee. It will review the Admissions Policy and Criteria annually.

Behaviour requiring removal from the mainstream

Incidents

Behaviour or incidents which threaten the health and/or safety of others; that prevent normal teaching; that are seriously challenging and/or confrontational. Situations where a student's actions need to be dealt with immediately by removal from the mainstream.

Note: Some unacceptable behaviour will warrant coming directly to this stage

Action

A student will need to be removed from the situation as expediently and calmly as possible. This may mean:

1. In the first instance, contacting SSA on internal phone number 235 so that an SSA TA can remove the student. If this is not possible, the help of the nearest other colleague/teacher/senior colleague should be sought.
2. If SSA staff cannot attend, colleagues should Inform the school office-by either telephone, Teaching Assistant or note sent via trustworthy student-so that a member of the SLT or a senior colleague **On Call** may to attend. Please note: offending students should not be sent to the school office or left unaccompanied in a room, office or corridor.
3. A student may be placed on **temporary Internal Exclusion in SSA** while the situation is explored and a suitable stage of disciplinary action is decided.
4. SSA staff will complete an SSA form following the incident and will pass copies to HOY, Tutor and SLT Link.

Responsibility for further action may be delegated to another colleague according to the stage of disciplinary action which follows. For more information on SSA procedures please see the SSA area on the Souvenir shared drive.

Notes

- It is not necessary for teachers or tutors to use each of the Stages sequentially. A student should be disciplined at a Stage appropriate to the cause of concern.
- Students are required to sign a **Student Agreement** on entry to the school, which makes clear their intent to behave positively with regard to school rules, work and relationships.
- It is important to make, pass on, and file the records of disciplinary action taken with a student beyond Stage One. These records may be called upon at a later Stage as evidence of previous disciplinary action and therefore have a legal status.
- Students may become subject to a PSP (Pastoral Support Plan) or (CAF Common Assessment Form) if there is sufficient concern around their behaviour, welfare, safety. SLT, Heads of Year and Tutors would work together in these processes, with external agencies and parents as appropriate.
- Heads of Year will use all available information and data, especially incident forms, school reports, report sheets, year behaviour audits by SLT to recognise problems and work with students, tutors, classroom teachers and parents to encourage positive change and avoid escalation.
- The white **student statement form** (available in the staffroom) should be used to obtain details of incidents from all students involved.
- **When Yellow, Red, and Purple Report Sheets are employed they are to be used sequentially** – each next sheet representing increasing concern and importance. No student can simply ‘come off’ Report without being monitored back down this sequential Report Sheet system. Completed sheets must be stored in student files.
- **Non-teaching staff** should use Stages One and Two in the same way as teachers/tutors and refer any written Incident Report through their line manager to the Tutor/Head of Year of the student concerned.
- Where a student refuses to give their name or tutor group or gives a false identity and is subsequently identified they will automatically be dealt with at Stage Three or above.
- Any student who is subject to action at Stage Four or above and is excluded from normal classes should be provided with learning resources and set tasks to meet minimum National Curriculum requirements. Teachers should provide such resources to SSA or SLT as appropriate. **All internal exclusions must be recorded, via the SSA system. Heads of Year will use proforma letters to inform parents/ guardians of planned internal exclusion SSA statistics will be routinely reviewed by the SLT.**
- Internal Exclusions should be displayed on the whiteboard in the staffroom as for Fixed Term Exclusions.
- These strategies are at their most effective if they are applied with consistency across the school, when colleagues operating them feel supported in doing so, and when parents are encouraged to take a supportive role. It is essential that tutors, teachers, and parents are kept informed of the actions taken from Stage Two onward.



Special Educational Needs

When a student has specific and/or recognised special needs in the area of personal and/or social behaviour then the usual stages described above may not apply. A list of these students and relevant information may be found on the souvenir drive- Learning Support.

Commonly used strategies include: Teaching Assistant support in lessons; points and reward systems to encourage appropriate behaviour; short term attendance at a Pupil Referral Unit (PRU); regular counselling via the Behaviour Support Service; the use of a 'Get Out of That' card to enable students to leave lessons or difficult situations and go to Learning Support or a named colleague for immediate respite; use of Positive Support room; specially devised individual timetables; individual arrangements for breaks and/or lunchtimes.

If you have serious concerns over the behaviour of a student then you might refer the difficulties to Learning Support via the student's tutor.

A system for rewards

Rewarding effort, achievement, and positive social behaviour is an essential part of any system for managing student behaviour and reinforcing our basic principles. In common with Stages of sanctions we should use Stages of praise and reward such as:

STAGE ONE

1. Informal Verbal Praise.

Frequent use of verbal praise and encouragement, modelling polite and respectful behaviour, “seeing the glass as half full rather than half empty” are the first steps towards creating a positive atmosphere and relationship.

2. Formal Verbal Praise.

Giving students verbal praise publicly, reading their writing aloud in class, letting them demonstrate to their peers, drawing others’ attention to their achievements, and giving students the opportunity to celebrate their efforts are ways to make verbal praise more formal. Making positive comments to a Tutor who then passes them on to the student is another effective way to raise *everybody’s* sense of self worth.

STAGE TWO – Written Praise

1. Marking of students’ work (see Assessment policy) and the use of deserved positive and encouraging comments will often motivate students and stimulate higher expectations and standards.
2. Teachers may use the yellow Incident Report Form (in staffroom) to report *positive* incidents to Course Coordinators/Tutors in writing and these can be added to a student’s file in the same way we would include a negative one.
3. Teachers may write positive comments in a student’s Personal Organiser as a way of passing praise back to Tutors and parents.
4. Particular achievements can be rewarded using a Certificate of Achievement. Teacher/tutor completes a purple form (available in the staffroom) and hands to the student, who hands it in to the school office where the Certificate is produced and posted home. The purple form is returned to the tutor for inclusion in the student’s file. Praise post cards, stickers and stationary may be used to reward students.
5. The Green Report Sheet can be used by Tutors to monitor positives across the curriculum – rather than check the negatives (which is the function of Yellow and Red Report sheets).

STAGE THREE – Very Significant Achievements

When students make a particularly significant achievement on their own behalf or in the service of others then they may qualify for wider recognition. Students from this school have been credited by Derbyshire County Council, the Princess Diana Memorial Awards Trust, and the Nationwide Building Society, as well as the local press for their service to the school and our community. If you feel that a student or group of students deserves wider recognition for their achievements then contact Joan Hardy (JOH), Press Officer, for further information. Displays of press cuttings and student achievements are situated in the Reception area, near the reprographics room and on the Attainment Wall near the ‘cold kitchen’. Joan produces a celebration magazine at regular intervals to communicate success to parents, carers, students and staff. Heads of Year may celebrate achievements and successes via special assemblies, certificates and tokens. These may be on a whole year or tutor group basis. Students may be invited to attend Governors’ Student Matters Committee to be congratulated on major achievement.



Policy Evaluation

This policy will be reviewed by the Student Matters Committee and the School Council.

Please see the following related policies;

- Anti-bullying
- Equal Opportunities
- Confidentiality
- Drugs Incident Management
- Smoking
- Restraint
- Assessment
- Child Protection

The terms of reference for the Governors' Student Matters Committee are included.