

2015

Pupil Discipline – Behaviour Policy

Blackwood Comprehensive School
Ysgol Gyfun Y Coed Duon

This document contains the specific policy and associated information relating to pupil discipline and behaviour at Blackwood Comprehensive School



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Behavioural Policy

The managing of pupil behaviour is paramount to the learning experience. All children have the right to an education, which is free of interruption of any form of behaviour that prevents its advancement.

The behavioural policy of the school is based on common sense rules for the good of all, together with the recognition of all parties that are signatories of the Home-School Agreement.

Such a policy has to be practical and understood by all. There have to be clear guidelines regarding lines of communication in tackling behavioural issues and these guidelines must have consistency so that they are seen as firm but fair.

Managing pupil behaviour is the responsibility of all. The pupil is obviously central to the process and he/she must be encouraged to recognise right from wrong. The understanding of basic school rules and the need of such rules, to the recognition of the rights of fellow pupils and people within the local community have to be the starting point. All pupils want success for themselves, but that should not be achieved by the undermining actions and negative attitudes displayed by certain individuals.

The teacher needs to build a good relationship with his/her charges so that a mutual respect exists. This, in itself, will help to avert any potential confrontation. Classroom management is important and children need to know the routine and expectations of the teacher on behaviour in the classroom. Without this, the system becomes fraught with inconsistencies, doubt and a misunderstanding of how to conduct oneself in the classroom. A lack of clear classroom guidelines is a recipe for disaster to learning.

The parent also has a role to play in supporting both the pupil and the school. Support and cooperation of parents, who are genuinely concerned about pupil welfare and educational progress, is essential in helping to control and modify behaviour.

The behavioural policy of the school is outlined as follows:

- (a) The Rights of Pupils
- (b) School Rules
- (c) Home-School Agreement
- (d) Classroom Management
- (e) The Referral System and Lines of Communication
- (f) Procedures to deal with disruption
- (g) PSP
- (h) Exclusion
- (i) Detention
- (j) Intervention and Support
- (k) Exemplar material – behavioural reports, attendance reports, referrals, pupil support plan.

Values and attitudes of pupils are an important part of the educational process. Through moral and spiritual guidance, together with the PSE programmes of study and career counselling, all pupils have the opportunity of preparing themselves for their place in society. If pupils are to be motivated to aspire to high achievement, they have to recognise that Blackwood Comprehensive School is a caring and considerate institution. The behavioural policy is simply a tool to help achieve the needs of the school and the pupils attending it.

The Rights of Pupils

1 Each pupil has the right to learn in class:

- (a) at his/her own best rate;
- (b) without being interrupted by other pupils;
- (c) to the highest standard of which he/she is capable.

In order to achieve these rights, each pupil must be aware of the following:

- (a) If he/she works below his/her best standard, or fails to do homework, then he/she will be expected to do extra work to catch up or improve his/her work.
- (b) If he/she interrupts other pupils' learning then he/she can expect punishments set by the class teacher or removal from the class for further attention.

2 Each pupil has the right to move around the school without fear of:

- (a) Physical danger - from collisions, bullying or fighting;
- (b) Hurtful name-calling or threats;
- (c) Interference with his/her property;
- (d) Racial intolerance.

In order to achieve these rights, each pupil must:

- (a) Show the same consideration for other people and their property as they would for themselves and their property.
- (b) Consider the possible consequences of their actions before they make them, regarding (i) the other pupil(s) concerned and (ii) the possible involvement of outside agencies.

1 Each pupil has the right to have work regularly and appropriately assessed:

- (a) To monitor progress;
- (b) To help identify weaknesses and apply appropriate remediation in order to prevent disaffiliation as a result of academic problems.

School Rules: "Do's and Don'ts"

DO

- Consider others.
- Always try your best.
- Wear the correct uniform.
- Always bring the necessary equipment (pens and pencils, etc.)
- Arrive punctually at school in the morning and afternoon.
- Always bring an absence note.
- Complete your homework and hand it in on time.
- Hand any "found" property into Reception.
- Respect the school property.
- Report to the medical room if you are feeling unwell.
- Always go to the Progress Managers' office if you need to sign out of school.
- Follow the one-way system in the school.
- Always keep to the paths when moving around the school.
- Any food bought in the canteen must be eaten in the canteen or a designated picnic area.
- Put all litter in the bins.

DON'T

- Disrupt lessons with unnecessary talking, movement around the classroom or chewing.
- Run in the corridors.
- Bully other pupils.
- Smoke, drink alcohol or bring other illegal substances onto the premises.
- Bring any dangerous equipment into school.
- Spoil other people's enjoyment of school trips and functions with silly behaviour.
- Don't wear makeup or jewellery.
- Don't bring mobile phones/iPods/and other electronic music systems.

The Blackwood Code

A Home-School Agreement

We wish to forge a partnership between home and school, which will help all pupils get the most out of their school career at Blackwood Comprehensive School.

“Strive to Succeed” . . . Together

The school will do its best to:

- make sure that your child is given every chance to achieve his/her best in a safe and challenging environment;
- set the highest standards in all aspects of school life
- develop a sense of responsibility and consideration for others
- check your child’s progress and keep you informed
- advise your child about choices in school and in relation to further education and future careers.

As a Parent/Guardian I will do my best to:

- make sure that my child attends school regularly, is punctual, and has the proper equipment
- support the school’s Code of Behaviour
- support the rules about school uniform
- attend meetings arranged to discuss my child’s progress
- let the school know of any problems which may affect my child’s learning or behaviour;
- inform the school immediately if my child will be absent from school
- provide a signed, dated note when my child returns to school
- take family holidays outside term time if at all possible
- check the school diary to make sure my child does not miss important tests or examinations
- support my child to complete homework to the best of his/her ability.

As a pupil of the school I will do my best to:

- attend school and lessons regularly and on time;
- wear the correct school uniform;
- bring all the equipment, books and kit I need for lessons;
- complete all class work and homework on time and as well as I can
- ask for help when I need it and take advantage of help when it is available
- be considerate to other people
- follow the school’s anti-bullying policy;
- show care and respect for property and the school environment;
- DO MY BEST AT ALL TIMES.

At Blackwood Comprehensive School we value everybody equally – we ask only that every pupil gives of their best. In putting our names to this document we recognise that the school, parents/guardians and pupils all have a part to play if success is to be achieved.

Parent/Guardian’s Signature _____ Date: _____

Pupil’s Signature _____ Date: _____

Headteacher’s Signature _____

Classroom Management

A balance has to be struck between allowing for autonomy of the class teacher and consistent application of a set of rules, which are clearly understood by all pupils. The development of positive behaviour is undoubtedly enhanced when pupils experience a positive controlled atmosphere and when they know exactly what is expected of them.

All staff can help in this by following a consistent approach to classroom behaviour. The same basic routines and expectation establish the 'ground' rules for all.

1. Wherever possible teachers should get to the classroom before the pupils.
2. No pupils should enter a classroom until invited to do so by a teacher, the class should enter in an orderly manner and coats must be removed.
3. Pupils should stand in a position of the teachers choosing.
4. Pupils should be settled and sit down when the teacher instructs them to do so.
5. A class register should be taken and any unexplained absence reported to the Pastoral Manager at the first given opportunity.
6. Pupils should not leave the classroom unless absolutely necessary. Never allow more than one pupil out at a time. All pupils must be issued with a pass to leave during registration or a lesson.
7. Where a pupil has to be removed from the class it should be for a short period only to enable the teacher to speak to the pupil and re-introduce them to the class or to contact a Senior member of staff to deal with the pupil.
8. During lessons pupils will be required to follow the Blackwood Code of Conduct.
9. The class must never be left unsupervised.
10. During the lessons pupils should be addressed with respect, statements which belittle and diminish pupils self esteem, should be avoided. Comparing pupils with others should be avoided.
11. When homework is given staff should ensure that it is recorded in planners.
12. For minor infringements, impose extra work to be done in pupil's own time.
13. For failure to do work, laziness or no homework, seek advice of the Subject Team Leader.
14. For serious incidents contact Progress Manager or Leadership Group duty person through Pastoral Manager on 718 or 785.
15. The lesson should be concluded in time for an orderly end to the period.
16. Pupils should never be dismissed from the classroom until the bell sounds to signal the end of the session.
17. Pupils should be dismissed in an orderly controlled manner. In main block the teacher should stand in the doorway to make sure that pupils keep to the left in corridors and follow the one-way system.
18. No pupils should be sent out of school on personal errands for staff. Pupils who need to leave the premises must see the Pastoral Manager in order to be 'signed out'.

Lines of Communication

Academic

Class teacher ↔ Subject Team Leader ↔ Progress Manager ↔ Assistant Head (Pupil Welfare)

Pastoral

Form Tutor ↔ Progress Manager ↔ Assistant Head (Pupil Welfare)

Procedure to deal with Pupil Disruption

- 1 Pupil admonished/counselled by teacher who gives clear reasons for his/her concern. This is best done in private, thus avoiding a public confrontation. Inform form tutor if necessary.
- 2 If pupil continues to disrupt, separate and isolate the pupil within the class. If there is a need to remove the child from the room, then it should be for a short time only (10 minutes recommended). When this action is needed the pupil should be set work to do as this would prevent "wandering" and the disruption of other lessons.

An alternative course of action could be to place pupil in another class within the department. In either case, the Progress Manager should be informed.

- 3 In matters deemed "urgent" as a result of a serious incident the pupil should be sent/taken to the Progress Managers' office where the Pastoral Support Manager will contact a member of the Leadership Group.

The class teacher should also take this action if there is frequent disruption to the working atmosphere of a classroom by one or more pupils.

- 4 (a) A disruptive pupil will be counselled and given a severe warning as to his future conduct within the school. The Progress Manager or Assistant Head (Pupil Welfare) may monitor such conduct through the use of a behavioural report.
(b) If there is no improvement in the pupil's behaviour parents will be contacted and an interview arranged.
(c) If a serious incident takes place, e.g. if a teacher is verbally or physically abused, the pupil will be excluded from school with a letter requesting the parents to visit. The LEA and Chair of Governors will also be informed.
- 5 A pupil will be re-admitted providing guarantees are given as to future conduct. A contract will be drawn up and pupils may require intervention from other agencies e.g. Inclusion, Behaviour Support, Youth Worker, Drug Aid etc. Or access to additional school based support e.g. Learning Coach/Mentor. In some instances, the parents and the school may request the involvement of the educational psychologist who may or may not recommend the pupil to a placement in a special unit after a period of assessment. In other instances, the pupil and parents may have to attend a meeting with the Headteacher and members of the governing body.

Procedure when pupil fails to complete class or homework

- 1 Counsel and instruct pupil to complete work by next morning or next lesson. Or write a red mark in planner.
- 2 Should this fail, detain pupil yourself to complete the work.
- 3 If the problem continues, inform Subject Team Leader so that further counselling can be given. Form tutor should also be made aware of the problem.
- 4 Head of department should inform Progress Manager if a problem persists. A check will be made on the pupil's work in all subject areas.
- 5 Further counselling will be given to the pupil by Progress Manager or Assistant Head (Pupil Welfare) and, if necessary, parents will be requested to attend the school.

The following are a list of school sanctions and a behaviour guidance for application of sanctions.

Sanctions

Young People have to be made to feel they have ownership of their behaviour. They are ultimately responsible for their actions. As classroom teachers we are responsible for managing that behaviour. **Primary responsibility lies with the classroom teacher.** However, whole-school strategies are in place to support the classroom teacher when intervention and support from others is required.

As a school, the following sanctions are available:

1. Make arrangements to send pupils to work in a different class with another teacher within your own department.
2. Class teacher break-time detention – avoid punishing all members of a group when the fault does not lie with all of the class.
3. Class teacher lunchtime detention (parents informed).
4. Subject Behaviour report.
5. Subject Team Leader intervention.
6. Progress Manager intervention.
7. After School Detention (parents informed by letter - must give 24 hours notice).
8. Pupil placed 'On Report'.
9. Parents invited into school.
10. Referral to Assistant Head Pupil Welfare.
11. Internal Exclusion.
12. Fixed Term Exclusion (LEA informed).

13. Pastoral Support Plan.
14. Involvement of Headteacher/Governors – Contract of Behaviour.
15. Permanent Exclusion (LEA informed and involved).

Exclusion is used for serious infringements of school discipline and for persistent poor behaviour. Short fixed-period exclusions are used for single-act breaches of discipline such as fighting, aggression, endangering the safety of others or failing to respond to the warning built into previous sanctions. The table indicates examples of offences and the range of sanctions that should be applied in each case. **Staff should operate within these guidelines** and where it is felt that a more serious sanction needs to be applied, they should consult with the appropriate Subject Team Leader.

In the case of incidents without an asterix, the minimum sanction would normally be applied in the first instance.

The logging of an incident on Sleuth will automatically ensure that Progress Managers are informed and the incident is logged on Sims.

Key

UR	Uniform Report
NFA	No Further Action
PC	Pupil Counselling
CD	Class Detention
HODI	Head of Department Informed
R	Refer Progress Manager
BR	On Report (a variety of levels)
ASD	After School Detention
IE	Internal Exclusion
FE	Fixed Term Exclusion
PE	Permanent Exclusion
SR	Subject Report
TR	Attendance Report

Behaviour – Guidance for Application of Sanctions

Incident	Sanction (min/max)
Disruption	PC/CD/BR
Lack of Equipment	HODI/SR
Homework	CD/HODI/SR
Inadequate work/Lack of effort	CD/SR
Punctuality	PC/CD
Appearance	PC/R/BR
Uniform	PC/R/UR
Cheek	PC/CD/R/SR/BR
*Verbal abuse – pupil (not bullying)	PC/CD/BR
*Assault – pupil	BR/IE/FE/PE
*Assault – staff	FE/PE
*Bullying/Persistent Bullying	PC/ASD/BR/FE/PE
*Damage – property (accidental)	PC/Charged
*Damaged – property (wilful)	BR/IE/FE
*Fighting	PC/BR/IE/FE
*Illicit substance	FE/PE

Smoking	PC/IE
*Theft	BR/IE/FE/PE
Truancy	PC/TR/ASD/IE
*Possession of Weapon	BR/IE/FE
*Verbal Abuse – staff	BR/IE/FE
*Disobedience	BR/ASD/IE/FE
*Inappropriate behaviour	BR/ASD/IE/FE

Persistent repetition of any of the above offences may eventually lead to Permanent Exclusion.

Insert Classroom Behavioural Report

Pastoral Support Programmes

Form tutors, subject tutors and senior pastoral staff are always willing to support pupils who experience difficulties. Strategies are normally put in place and the situation monitored regularly. However, some pupils do not respond to the extra concern and help given and become at risk of exclusion.

When a pupil fails to co-operate over a length of time or gets involved in serious anti-social behaviour, at the discretion of the head teacher, he/she could be excluded from school for 1 to 5 days. If a pupil is excluded for more than 5 days in a term, the school governors discuss the case and further support measures are put in place.

This would normally involve a meeting with the pupil, parents and any support agencies, eg social services, police, educational psychologist, health, etc. The outcome of such a multi-agency meeting would be the drafting of a pastoral support programme. The PSP would be the school's final attempt to support the pupil from the possible risk of permanent exclusion. At such a meeting, the school's representatives would normally be the Assistant Head (Pupil Welfare) and appropriate Progress Manager, who would then be responsible for the setting up and monitoring of the programme. Another option if the PSP fails would be to organise a managed move to another school with the assistance of Behaviour Support Services

(Draft Programme)

Exclusion

Head teachers, governors, LEAs and exclusion appeal panel members are required to have regard to the guidance outlined in the National Assembly Circular 1/2004 (Exclusion from Schools and Pupil Referral Units) when deciding on exclusion:

- Whether a pupil should be excluded for a fixed period or permanently
- The length of fixed term exclusion
- (Where appropriate) Whether to direct the head teacher to re-instate an excluded pupil.

The head teacher will follow procedures set out in the above named Circular after deciding that a pupil is to be excluded (refer to Appendix A).

Only the head teacher, or someone designated as the acting head teacher for the time being, has the power to exclude a pupil from school. If the head or acting head is absent from school, then the deputy head teacher may exercise the power of exclusion, though they will make it clear that they are acting in the head's absence.

The head teacher will not exclude a pupil until:

- He has all the relevant facts and firm evidence to support the allegations made.
- The pupil facing possible exclusion has been interviewed and given an opportunity to comment on what has occurred and, if necessary, give his/her version of events.
- He has had an opportunity to consult others who may have an involvement/interest in the pupil.

The parents will be informed immediately by telephone and a letter will follow this up within one school day. A letter will also be sent directly to the pupil. In the exclusion letter the parent/pupil will be informed that he/she may make representation about the exclusion to the Governing Body and the LEA. These letters conform to the requirements as set out on circular 1/2004.

In all cases of exclusions of more than 1 day, work will be set and marked. Parents should arrange for the work to be collected and returned and the school will ensure that it is marked. Further work will then be set. The Head teacher will inform the Governors Discipline Committee and the LEA of pupil exclusions, in line with Circular 1/2004.

In exceptional circumstances, where the Head teacher feels it is essential that the pupil be required to leave the premises immediately, a check will be made to ensure the parents/guardian are available to supervise the pupil.

Pupils returning to school after a fixed period exclusion should ensure that work completed during the exclusion is returned to the subject teachers via the Head of Year. Any pupil returning from a fixed period exclusion will be placed 'on report' with the Behaviour Manager to monitor his/her performance in lessons on the days after his/her return.

The school recognises that the ultimate sanction of permanent exclusion is an extremely serious measure, which must be used sparingly. A permanent exclusion may occasionally be applied for one major offence, more usually this sanction is applied when all reasonable steps to support or correct a pupil's behaviour have been exhausted and the pupil continues to exhibit challenging forms of behaviour culminating in a further serious incident. It could also be applied when allowing a child to remain in school would be seriously detrimental to the education or welfare of the pupil or others.

Detention

Detention forms an integral part of the school behaviour policy. Under Section 550B of the Education Act 1996 (added by Section 5 of the 1997 Act) schools have legal backing to detain pupils after a school session on disciplinary grounds. All parents at Blackwood Comprehensive School are made aware that teachers may use detention via the school prospectus. All schools have the legal authority to detain pupils on disciplinary grounds, after the end of the school session, without the consent of the parent/guardian. (Circular 1/2004)

Any pupil from Year 7 – 11 can be placed in After School Detention if required to do so, provided that the proper procedures are adhered to.

The school will give at least 24 hours' written notice to the parent before the detention takes place. The notice will inform the parents that their child has been given a detention, the reason for that detention and when, where and for how long the child will have to remain at school. (No notice is needed for break time detention).

In the case of detention held after school or in the lunch-time, the notice of detention will be sent home via the pupil. Responsibility for making transport arrangements lies with the parent.

Any pupil failing to attend a detention without a good reason can expect to receive a more severe sanction.

A parent concerned about either the principle of detention or the specific circumstances of its use can raise these concerns with the head teacher or the governing body, or both.

The school has adopted the following system for detention:

- 1. Subject Teachers**
Call their own detention in the first instance for minor classroom offences or failure to complete work.
- 2. Team Leaders**
If appropriate Team Leaders can place a pupil in detention as part of their intervention.
- 3. Progress Managers**
If appropriate, the Progress Manager can place a pupil in detention as part of their intervention.

Intervention and Support

Intervention and support that is available to the classroom teacher. This includes:

- Incident forms, which can be used to report any incident which may/may not require action to be taken. Completion of an incident form will ensure that a record of the incident will be placed in the pupil's file.
- Subject Report.
- A teacher who is prepared to accommodate a pupil in the back of their class to allow teaching and learning to continue uninterrupted. This arrangement is reciprocal and allows colleagues to support each other.
- A senior member of staff on call. **This duty teacher should only be used for incidents deemed to be serious. (I need help now!)** Responsibility for classroom management in the first instance must be with the class teacher. However, if staged classroom management strategies have failed to work and the pupils fail to co-operate and the member of staff is subjected to verbal abuse, or the health and safety of others is at risk, then the Senior member of staff should be summoned.
- Pupils can be placed on Internal Exclusion, whilst being supervised by a member of staff.
- A staged system of detentions:
 - i) Class teacher break-time detention.
 - ii) Class teacher lunch-time detention (parents informed)
 - iii) Lunch-time detention (parents informed).
 - iv) After School Detention (parents informed).

Whole class sanctions should only be used when it is felt that all members of a class warrant such sanctions being taken.

- Progress Manager intervention. Parents are informed and other strategies are implemented e.g. pupil placed 'On Report', Youth Mentor, Learning Coach, Nurture Room involvement or outside agencies such as the Educational Psychologist or referral to Child and Family Clinic.