

# **SCARISBRICK HALL SCHOOL**

## **BEHAVIOUR AND DISCIPLINE POLICY**



### **Rationale**

Scarisbrick Hall School is a caring community and our ethos is built upon mutual trust, courtesy and respect which all pupils can expect, and which is also expected of them.

It is our aim that pupils should enjoy their time at Scarisbrick Hall School and take full advantage of all the school has to offer. This policy aims to set out the standards to which we all aspire and to which we expect our pupils of whatever age, to achieve. They are intended to be positive in their purpose, to guide and encourage each pupil to act appropriately for the good of all.

It is the policy of the school that positive behaviour should be rewarded and that positive reinforcement should be used whenever possible. However, it is sometimes necessary to punish anti-social behaviour, and to this end, an escalating series of sanctions will come into operation. Both pupils and parents should be aware that behaviour that is detrimental to the individual and his/her peers is unacceptable at the school.

### **Development Process**

Policy written	May 2009
Initial discussion with Directors	July 2009
Approval of policy by Directors	December 2011
Next major review	January 2013
Pupil involvement	Through Mentor groups
Parents' consultation	VLE
Staff involvement	Continuous application / review
Director's involvement	Annual review

### **Location and dissemination**

A copy of this policy can be found in the Staff Handbook and on the school VLE.

### **The content of the policy and its relationship to other policies**

This policy should be considered in conjunction with other written policies on health and safety, drugs and child protection.

### **Local and national guidance**

This policy has been written taking into account local and national guidance, in particular the Education and Inspections Act 2006 (EIA 2006), the Disability Discrimination Act

1995 (DDA 1995) and the United Nations Convention on the Rights of the Child (UNCRC)

### **The purpose of the policy**

#### **Aims:**

- to create a positive learning environment so that pupils acquire values such as honesty, sincerity and tolerance upon which to base their own behaviour;
- for pupils to take responsibility for their behaviour so that they are able to interact well with other pupils and adults;
- to establish a common rewards system to provide positive encouragement, praise and recognition of good behaviour and effort;
- to provide support for pupils with learning and/or behavioural needs;
- for pupils to consider the consequences of their behaviour and be able to make amends if their behaviour is unacceptable;
- to use sanctions which address unacceptable behaviour.

#### **Objectives:**

- the promotion of positive behaviour patterns;
- the promotion of high standards of work and self-discipline;
- the establishment of a clear set of rules which can be easily understood and followed;
- the establishment of a range of sanctions which can be used as and when necessary and appropriate;
- the development of a positive school ethos which will ensure that all pupils respect others regardless of race, gender, religion, ability or physical appearance.

### **The school's Code of Behaviour**

**Scarisbrick Hall School is a caring school. This is exemplified by the Code of Behaviour. It is our aim that all pupils should be able to enjoy their time at school and take full advantage of all that the school has to offer, both in and out of the classroom. All pupils are asked to remember and fully comply with the following key rules (which are part of the School Rules):**

- to treat everyone with courtesy and respect;
- to be honest, polite and well behaved at all times;
- to be tolerant and understanding of others;
- to use appropriate language to one another and to members of staff;
- to raise any problems or concerns one might have;
- to walk around school quietly and sensibly;
- to walk on the left side of corridors and stairs;
- to hold a door open for adults and the person behind them;





- to arrive promptly for lessons;
- to produce work of the highest standard possible;
- not to misuse any form of technology;
- to stand up when an adult enters the room;
- to request permission, in advance, for absence from a lesson when they have other commitments;
- to respect the school by placing litter in a bin and clearing up after oneself, in the dining room, at break and lunch times;
- to name all their belongings;
- to treat all school property with care;
- to look after their Form / subject Rooms and keep them tidy;
- not to bring chewing gum into school

### **Management of behaviour**

It is important to strike the right balance between:

- rewards and sanctions;
- rewarding consistently good behaviour and rewarding improved behaviour.

It has long been established that rewards are far more effective than punishment in motivating pupils.

### **Positive reinforcement**

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. A more formal system is also used to recognise and congratulate pupils.

Whenever possible, extra effort in work and positive behaviour over and above that expected of all pupils at all times will be promoted through the use of praise, positive comments written in the Homework Diary or exercise books and the full and consistent use of the House Point/Merit System.

### **The House Point/Merit System**

The aim of the House Point/Merit System is to encourage and reward effort and positive behaviour patterns.

House Points and Merits can be given for any of the following:

- evidence that extra effort has been taken with a particular piece of work or task, particularly where the child's ability did not match the standard of work;
- positive behaviour in or out of school which reflects well on the ethos of the school; helping at school functions, good sportsmanship, participating in school productions etc.



Usually House Points and Merits can only be awarded singly, and, once awarded, cannot be removed.

The House Point/Merit system is administered by the Form Teachers/Mentors. Form Teachers and Mentors keep a check on the progress of pupils in their classes.

From Year 2 onwards the teacher concerned should make every effort to ensure that a pupil is aware that he/ she is the recipient of a House Point/Merit, it is the pupil's duty to ensure that the teacher completes the relevant section of the record table in the Homework Diary.

When a pupil gains 30 Credit Points, a BRONZE certificate will be awarded. Another 30 will lead to a SILVER certificate and a further 60 to GOLD. A total of 180 will equal a PLATINUM certificate.

Additional rewards:

- Celebration Assemblies to recognise individual pupil's achievements;
- First and Middle School pupils are nominated for Golden Pupils and Hard Worker of the Week;
- College 'Pupil of the Week';
- 'Congratulations' and 'good news' letters / Post cards to parents;
- Year group prizes for effort and achievement.

### **Discipline and Sanctions**

In order to ensure that the school community functions effectively, disciplined behaviour from all pupils is necessary. Scarisbrick Hall School perceives 'discipline' as involving both control of behaviour patterns and the development of self-discipline. Disciplinary problems should never be concealed and should be dealt with immediately. School staff have a statutory power to impose sanctions. Sanctions must be reasonable and proportionate to the circumstances of the case.

Disciplinary penalties have three main purposes, namely to:

- impress upon the perpetrator that what he or she has done is unacceptable;
- deter the pupil from repeating that behaviour;
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

The purpose of sanctions is to show that certain behaviours are not acceptable and to express the disappointment of the school community. Offenders may have to apologise to their fellow House members. Where there is evidence that a criminal act may have occurred the school may involve the Police (e.g. weapons, theft, assault, cyber bullying and drugs). In such cases the school will make all reasonable efforts to keep parents and guardians fully informed. **The staff will be aware that some kinds of behaviour may arise from a child's special needs and these will always be taken into account.**



Staff need to apply sanctions consistently and fairly. Sanctions are more likely to promote positive behaviour if pupils see them as fair. When implementing the school's policy staff should:

- make it clear that they are dealing with behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions;
- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour;
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour;
- when appropriate use sanctions to put right harm caused;
- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent.

If a pupil breaks the Code of Behaviour, staff will take action immediately. Examples of sanctions in use are:

- one-to-one admonishment by a subject teacher: warnings as to future conduct;
- repetition of unsatisfactory work or remaining in at break or lunch to complete class work / homework;
- remaining at school after 16.15 to catch up with missing work (N.B. 24 hours notice must be given to parents). – see Appendix 1;
- extra work set to be completed by a given time or date;
- referral to Mentor;
- discussion with Parents;
- placing pupil 'ON REPORT'. – see Appendix 2;
- referral to Deputy Head of School;
- Headteachers' Detention;
- Contract or Home / School Agreement signed;
- internal fixed term isolation – see Appendix 3;
- fixed term exclusion from school (N.B. Three fixed-term external isolations = permanent exclusion from school). – see Appendix 3;
- permanent exclusion from school. – see Appendix 3.

**N.B The School does not use any form of corporal punishment. All forms of physical punishment are unacceptable and could render a member of staff liable for prosecution.**

Reasonable force may be used for self-defence, where there is a risk of injury or where a pupil is behaving in a way that is compromising good order and discipline e.g.:

- a pupil attacks a member of staff or another pupil;
- pupils are fighting;

- pupils are about to, or are damaging property;
- pupils are running in a way likely to cause injury;
- a pupil tries to leave the class / school;
- a pupil persistently refuses to leave the classroom when ordered to do so;
- a pupil is seriously disrupting the lesson.



### **Regulating pupils' conduct**

In order for effective teaching and learning to take place there must be clear boundaries and appropriate responses when those boundaries are crossed.

### **Homework Diaries**

Consistent and accurate use of the Homework Diary to record homework, achievement, targets, notes etc will improve study skills and organisation.

Pupils are expected to carry their Homework Diaries with them at all times.

### **Other equipment**

To aid their learning, pupils are expected to be fully prepared for school:

**Bag**  
**Equipment for PE**  
**Pens and Pen Drive**  
**Reading book**  
**Eraser**  
**Pencils**  
**Calculator**  
**Ruler**  
**Exercise books and text books**  
**Dictionary**

### **Attendance and Punctuality**

- Regular and punctual attendance is proven to improve chances of performing well.
- Late arrival at school will result in a Late mark in the register.
- Failure to report to the Office when arriving late for school may result in a detention at lunch time that day.

### **Uniform**

We expect a very high standard of uniform, including PE kit. (*see Uniform Policy*)

***If other personal items e.g. I-pods, mobile 'phones, are seen in the classroom then the items will be confiscated and given to the Headteacher for safe***

*keeping. A letter will be sent home, asking parent / carer to collect the items from school.*

### **Smoking**

- School rules forbid smoking on school premises or whilst wearing the school uniform.
- Cigarettes, lighters and matches are confiscated and only returned to parents / carers.
- Standard punishment of 3 days fixed-term exclusion.

### **Severe problems**

The following, fully documented and severe problems, are referred to the Senior Leadership Team. A decision will then be made on the action to be taken. Exclusion will be considered.

- Any action whilst in school, en route to or from school or on a trip or activity, which brings the school into disrepute.
- Threatening behaviour.
- Insolence to a member of staff.
- Violence.
- Bullying. – See Anti-Bullying Policy
- Offensive weapons.
- Consumption or possession of alcohol or drugs – see Drug Policy.
- Racial / sexual harassment.
- Extortion.
- Theft.

When circumstances come to the attention of the SLT which may give rise to serious disciplinary measures being taken against a pupil, the Headteacher will ask the Deputy Head to carry out a preliminary investigation as soon as circumstances permit. When the matter has been investigated the Headteacher will then review as to whether the matter is to be taken further. If it is, then she shall inform the parents of the pupil in question as soon as possible.

There should be an interview with the pupil at which the Mentor should be present. Such interviews will be conducted as fairly as possible and the pupil concerned will be invited to give his or her own version of events.

At the conclusion of the interview the Headteacher may decide:

- to take no action;
- to impose a punishment stopping short of exclusion;
- to exclude for a definite period of time pending further investigation;
- to exclude for a fixed period of time as a sanction;
- to ask the pupil's parents to withdraw the pupil from the school;
- to permanently exclude the pupil from the school.





The Headteacher will prepare a written report setting out the reasons for a permanent exclusion which will be sent to the Directors.

In the event of a removal or permanent exclusion parents / carers should be advised of their rights to appeal against the decision.

### **Appendix 1 - Detentions**

School staff have a statutory power to put pupils aged under 18 in detention after school sessions and on some weekend and non-teaching days.

Detentions are lawful if:

- pupils and parents have been informed that the school uses detentions as a sanction; and
- the school gives parents 24 hours notice of detentions outside school sessions by:
  - a letter delivered by pupil post or by mail;
  - a signed dated note by a teacher in the Homework Diary as there is an expectation that parents look at this daily;
  - an e-mail or text notification.

Bearing in mind the requirement for 24 hours notice to be given to parents it is important that both parents and pupils are informed:

- what the time is to be used for;
- when the pupil is required to arrive and when he / she will depart, and that the family needs to ensure suitable arrangements are in place for the pupil to get to and from school;
- which member of staff the pupil should report to;
- whether uniform should be worn;
- what the pupil needs to bring with him / her.

There are 2 types of detention:

- a lunchtime for behavioural or academic misconduct given and administered by any teacher;
- an after school detention, 16.15-17.30 for 3 Academic Red Comments or more serious incidents or repeated offences given and supervised by staff on a rota basis;

The number of detentions a pupil attends will appear on his/her school report.

### **Appendix 2 – ‘On Report’**

If necessary a pupil whose behaviour is inappropriate, who is not working to his/her capacity or whose attitude in class is unacceptable, or who is making no effort to learn, or is preventing others from doing so, will be placed ‘On Report’. This will involve the pupil carrying with him/her at all times a Report Card, which must be signed after every



lesson by the appropriate teacher. The teacher should comment both on work and behaviour in that lesson. The report will be signed by the Deputy Head of School at the end of each week and must be seen and signed by parents daily. A pupil will remain on report until it is obvious that a significant change in attitude has occurred. If this is not within a three week period then the matter is reported to the Principal.

Only the Deputy Head of School and Mentors can place a pupil 'On Report'. Parents will be informed if their son/daughter has been placed 'On Report' and their full co-operation will be expected at all times.

### **Appendix 3 – Exclusions**

- **Internal Fixed-term isolation**

The Headteachers may choose to suspend a pupil from his/her peer group for up to two days. The pupil's parents will be contacted and provided with full details of the reasons for the suspension. The pupil will undertake academic work in isolation and will also spend breaks and lunchtimes without contact with his/her peers.

- **External fixed-term exclusion**

A pupil may be placed under external exclusion for up to fourteen days while an incident is investigated or as a punishment in its own right. The pupil's parents will be contacted and provided with full details of the reason for the suspension. In serious circumstances or for repeated offences a contract/home-school agreement must be signed.

- **Required Removal**

For a serious breach of school discipline falling short of one for which expulsion is necessary, but such that the pupil cannot expect to remain a member of the school community, or for another reason set out in the school's terms and conditions, the pupil may be required to leave permanently and the Headteacher will invite his/her parents to withdraw the pupil. The pupil will be given reasonable assistance in making a fresh start at another school.

- **Permanent exclusion**

A pupil is liable to expulsion for a grave breach of school discipline, for example a criminal offence or a wilful act calculated to cause serious offence or damage to the school, its community or any of its members, or, alternatively, persistent breaches of School Rules and/or school discipline such that the Headteacher believes that expulsion is the only option.

The Headteacher is required to act fairly and in accordance with the principles of natural justice and not to expel a pupil other than in grave circumstances.