



Highsted Grammar School

Behaviour Policy

WHOLE SCHOOL BEHAVIOUR POLICY

Introduction

The School accepts the ten categories outlined in *Learning Behaviour: The Report of the Practitioners' Group on School Behaviour and Discipline* (chaired by Sir Alan Steer in 2005). The key aspects of School practice which, when effective, contribute to improving the quality of pupil behaviour are outlined below:

- 1. A consistent approach to behaviour management**
 - Unacceptable behaviour should always be challenged;
 - All members of staff should actively support school behaviour strategies and follow through behavioural issues with pupils to an appropriate resolution.
- 2. Strong School leadership**
 - All members of staff will model the behaviour and social skills we wish to promote in their relations with pupils, who should be treated with courtesy and respect at all times;
 - Middle and Senior Leaders will have clearly identified responsibilities in implementing the Behaviour Policy (See Section D).
- 3. Classroom management**
 - All members of staff are responsible for the promotion of positive behaviour conducive to effective learning in the classroom;
 - All staff should follow the Behaviour and Discipline Policy and apply agreed procedures from other School policies relating to the classroom.
- 4. Rewards and sanctions**
 - Staff should apply a wide range of appropriate rewards and sanctions, fairly and consistently to help motivate positive behaviour.
- 5. Behaviour strategies and the teaching of good behaviour**
 - All members of staff contribute to the development of pupils' social, emotional and behavioural skills; this involves teaching pupils how to manage strong emotions, to resolve conflict, to work co-operatively and to be respectful and considerate.
- 6. Staff development and support**
 - The School will provide appropriate opportunities for all staff to share and develop their skills in promoting positive behaviour;
 - The School will monitor and evaluate the effectiveness of behaviour management techniques annually.
- 7. Pupil support systems**
 - Pupils need different levels of support, including support from outside agencies when necessary;
 - Pastoral support in the School focuses on academic achievement and attainment and developing the ability of pupils to become good citizens.
- 8. Liaison with parents and other agencies**
 - The School welcomes the contribution of parents to their child's education;



- While making good use of written communication, the value of personal contact will not be overlooked. All contact with parents and carers aims to ensure that parents and carers believe that the School has the pupil's best interests at heart.

9. Managing pupil transition

- The School will ensure continuity of experience for pupils. All teachers receiving a new class will be given appropriate and accurate information to assist in planning and managing the class. All teachers should build on the social, emotional and behavioural skills developed by previous teachers.

10. Organisation and facilities

- Good behaviour and learning are improved when pupils and staff enjoy an attractive, clean environment;
- All members of staff have a responsibility to promote positive behaviour throughout the School including corridors, toilets, playgrounds and other communal areas. All staff should intervene to prevent poor behaviour in all these areas.

In order that teaching and learning can most effectively take place, Highsted Grammar School aims to foster mutual respect between staff and learners as well as instilling in the school community a sense of respect for those outside it. Developing a sense of strong self-discipline and self-respect enables learners to fulfil their potential, in both an academic and a personal sense. Care for the individual, to include appropriate support for learners with special needs, be they educational, physical, social or emotional, is paramount. Clear action is taken in response to bullying of all types, and the school values highly the virtues of honesty, fairness, courtesy and appropriate behaviour in all circumstances.

The school's pastoral structure provides every learner with a member of staff whose first regard is for that learner's general welfare, the form tutor. Form tutors get to know their form well by means of form assemblies and regular individual interviews, as well as providing both personal support and encouragement when appropriate. They should have an academic overview and encourage each learner to have a realistic awareness of her academic progress and achievements.

Teams of form tutors are supported by Key Stage learning mentors, Heads of House and AHTs (Key Stage). House Group and Lower/Middle/Senior School assemblies provide opportunities to create a sense of group identity and expression, and the pastoral team leaders have excellent knowledge of the learners in their care. SLG co-ordinate and oversee the work of this team, providing liaison with other schools as appropriate and ensuring a consistency of approach and expectation throughout the school.

School Rules

Rules at Highsted fall into four categories: appearance, responsibility, safety and administration; and are appended to this document as Appendix 1. It is believed that rules are important in order to enable a large group of people to co-exist happily and effectively; reasons for all rules are clearly stated.



Uniform and Personal Appearance

School uniform helps to create a sense of identity for the school and a sense of belonging for each individual learner, therefore uniform guidelines are rigorously enforced. Full school uniform is to be worn on all occasions when a girl is representing Highsted, including on journeys to and from school, and learners are expected to look clean, neat and tidy at all times. The only items of jewellery permissible with uniform are one pair of discreet studs, one in each earlobe, watches and discreet religious symbols worn underneath a blouse or sweater, which are not visible. Hair is to be in a restrained, discreet style and colour; coloured nail varnish is not allowed; subtle make-up is acceptable in the Middle and Senior Schools.

Senior School students are allowed to wear their own clothes as readiness for the world beyond school: students are expected to wear smart, semi-formal clothing and to show restraint in matters of hairstyle, make-up and jewellery. Ripped jeans are not permitted. For official school occasions students are expected to wear a black skirt and white blouse or black trousers, white shirt and a dark tie.

All teaching staff have a responsibility to ensure that learners are appropriately dressed and adhering to the school rules on appearance. The school rules on uniform are attached as Appendix 2.

Attendance and Punctuality

The importance of the highest possible attendance and punctuality is paramount. The DfE (November 2013) states that 'children missing education are at significant risk of underachieving'.

Highsted has high expectations of its learners in these areas and notes covering absences are to be produced within three days, as set out in the Welcome Booklet for new parents. Failure to do so results in the form tutor referring the matter to the appropriate Head of House, who will write to the parents using an agreed format which reiterates the school's expectations as set out in the Home/School Agreement. Senior School students and their parents are asked to sign a contract, of which these areas are an integral part, upon transferring into the Senior School.

Learners who are repeatedly late without good reason are initially dealt with by form tutors and will be referred to the Head of House should the problem persist. Parents will be notified if this referral does not remedy the situation.

When monitoring attendance, all staff will be aware of the cultural diversity in their groups, using attendance data to look for particular patterns of absence and whether or not that pattern is developing over a period of time. Differences, patterns and trends will be closely monitored and analysed to ensure that all learners attend school regularly. Any concerns should be discussed immediately with the appropriate Head of House. The school recognises the right of learners to take time off for religious observance, and will ensure that learners are supported in catching up on work missed through absence for religious observance.

Should a learner record twenty or more sessions of absence (10 school days) without permission, the school will notify the local authority.



The school also has Key Stage Learning Mentors who monitor attendance and punctuality, liaising closely with appropriate members of the teaching staff as required.

Responsibility

Learners are encouraged to further their self-development by taking responsibility for themselves and their actions, therefore much work relating to this takes place in PSHCEE focus days, as well as having appropriate regard for the needs of others. Throughout the school, opportunities are given for learners to take on specific responsibilities, such as Form and Vice-form Captain (elected by their peers), House Prefects and Captains, Charity Representatives, School Council Representatives, membership of the Key Stage Curriculum Councils, sports captains and showing visitors around the school. The house structure has also extended the opportunities available for students to undertake responsibility. Increasingly, students from all year groups are used in the recruitment of teaching and non-teaching staff.

In the Senior School, students are given the opportunity to become School Prefects, elected by their peers and staff, and as such play a very significant role in school life, notably in the integration and support of new entrants to the school, as form prefects to younger learners, on public occasions and in the day-to-day running of the school. Senior students also take on the role of academic mentors to younger students and also as peer educators in PSHCEE lessons.

The Environment

It is expected that students display a genuine regard for their environment, whether school, the wider community or global, and appropriate work to that end is included in PSHCEE focus days. Learners' posters encourage effective disposal of litter and the Year 7 PSHCEE programme includes a beach cleanliness project run in conjunction with Swale Borough Council. The School Council concerns itself with improving the school environment along with other aspects of school life, whilst students' involvement in the local council's Youth Forum encourages the wider community viewpoint. The Eco-School group also leads on environmental issues across the school.

Rewards and Sanctions

Learners who succeed academically, personally or in extra curricular activities, those who demonstrate real effort and girls who behave particularly responsibly are rewarded in all key stages by use of a House Point system, which has clearly defined boundaries and is monitored by the respective Head of House.

Certificates for Effort, Achievement, Complete Attendance, Service to the School through Music, Drama, Librarianship, Sport or to the House are all presented at the annual Awards Evening in December, along with a wide range of prizes for effort and public service, as well as academic achievement. Such prizes are recommended by all staff, and parents are invited to help celebrate their daughters' success. The Lower School Awards in July recognise success in Years 7-9 and follows a similar format to the December event.

A firm belief in the sanction being appropriate to the misdemeanour committed, underpins Highsted's policy regarding punishment. For many minor misdemeanours, a stern look or firm word will be effective.



Where a more persistent problem is evident, the school has a clear system of Staged Sanctions. A note will be made in each girl's Planner to ensure that parents/carers are aware if their daughter/son has needed to be placed on the Staged Sanctions. The Staged Sanctions allow classroom teachers and subject leaders to oversee their own learners, while also involving SLG for serious and persistent breaches of policy.

A copy of the Staged Sanctions, balanced by the many ways that the school rewards learners, is in every form room and school Planner. The Staged Sanctions are attached as Appendix 3.

Contact with parents is an integral part of the school's sanctions policy. It is felt that only by working in conjunction with parents can the best support structure be established for learners.

See also Appendix 5 for further information.

Partnership with Parents

Highsted aims to work closely with parents in order to provide the best all-round care and education for its students and to this end, parents are actively encouraged at all 'Welcome Evenings' to contact the school over matters of concern, however slight. Regular parents' consultation evenings, and additional meetings for the parents of new entrants to the school, enable parents to discuss their daughters' progress with staff. However, the school will also contact parents by letter or telephone should there be occasion to be concerned for any reason. Parental support is highly valued and forms an integral part of the school sanctions and rewards structure.

Bullying

A separate anti-bullying policy outlines the school's aims with regard to preventing bullying, the courses of action in response to bullying incidents, and resources available for staff. Each year the school holds an anti-bullying week to highlight the importance of the issue and to promote the values of the school's anti-bullying policy.

School Nurse

The school nurse comes into school as required in addition to the pastoral care and support offered by the school staff. Learners may be referred to the school nurse by staff (via a Learning Mentor, Head of House or SLG) who feel that such support would be beneficial, and it would be usual in these circumstances to discuss such a referral with parents. Sessions with the school nurse are confidential within the bounds of professional practice, although relevant staff are kept informed of developments in broad outline.

Extra-Curricular Activities

Students are encouraged to participate in the wide range of extra-curricular activities available, not only as a means of recreation but also in promoting self development and responsibility. More senior students in the school, are encouraged to assist staff in the running of clubs and lunchtime activities for younger learners and in dramatic performances learners take responsibility for aspects such as stage management and make-up.



Review

Individual aspects of this policy are continually under review by means of calendar tutors' meetings and termly key stage team meetings with the relevant member of SLG. However, the policy will be formally reviewed on an annual basis, by these teams. Student input from the elected School Council is an integral part of this review process.

Member of Staff Responsible

SLG
All staff

Reviewed and updated:

July 2014

Date of next review:

July 2015

Reviewed:

February 2015

Appendix 1

SCHOOL RULES

In every large group of people, members of the group need to observe certain rules in order to make life more pleasant for themselves and for everyone. The following are Highsted's rules: all learners and parents should read them carefully. Notice that at the beginning of each section are the reasons for the rules which follow.

I Appearance

N.B. Your appearance is very important - to you (because if you look smart you will feel happy and relaxed) - to the rest of the school (because you will cheer them up) - and to the school as a whole (because the community judges us all on how you look as an individual).

1. You must always wear your full school uniform at school as required and at all times when you are representing Highsted, including journeys to and from school. If you wear some items of uniform but, for instance, decide you want to wear a different colour scarf, the wrong shoes or coat, you are no longer in uniform. That reflects badly on you, your friends and all of us.
2. No badges other than school ones may be worn. (They spoil the look of your uniform).
3. Trainers/tennis shoes may only be worn for Physical Education lessons. They look untidy for all-day wear and they are not good for your feet.
4. No jewellery may be worn except for a wristwatch and one pair of discreet studs, one in each earlobe. Ring-type sleepers, dangly earrings, bracelets, etc., are banned for two reasons: while pretty in themselves they can spoil the overall appearance of your uniform and they can be dangerous in a crowded, active situation. Watches must have the owner's name engraved on the back (any other method of naming can fall off, fade or be removed). Religious symbols may be worn if they are underneath a blouse or sweater and are not visible. Jewellery is worn at the owner's risk as School does not accept any liability if valuable items are lost, mislaid or damaged whilst a girl is on School premises. **LEARNERS ARE NOT ALLOWED TO WEAR ANY OTHER FORM OF BODY PIERCING IN SCHOOL.**
5. You may not wear coloured nail varnish or have *Shellac* nails. We do appreciate carefully kept nails and clear varnish, however.
6. If you are in Year 10 or above, you may wear discreet make-up, e.g. blusher, mascara, not lipstick. We allow this to give you the opportunity to learn to use make-up sparingly and attractively.
7. Hair decorations should be blue or black or white (no patterns). Dyed hair, particularly in more than one shade, is not encouraged: your hair must be adaptable to a restrained, discreet style for school.



8. You are expected to behave in an orderly and seemly manner on all public transport vehicles or when walking or cycling to or from school: this is good practice for you and gives a good impression of the school.

II Responsibility

NB Every member of a community has rights, but these are balanced by an equal number of responsibilities: the older you become, the more rights you claim but the more responsibilities you have to shoulder. This is true in the school community also, but here are some responsibilities which we feel all learners can take on from the moment they come to us.

1. You are responsible for school books and property lent to you. If you lose or damage a book you will be expected to pay for its replacement. You will need a durable bag in which to carry books to prevent them from being damaged. Plastic/carrier bags are not suitable.
2. Always keep your money with you: do not leave it in a coat pocket or in an unattended bag. Try to bring just enough for one day.
3. If your parents or a friend brings you to school by car, you must ask them to drop you a little way from the school gates in Bell Road to avoid too much congestion. Please, for safety reasons, do not use the school drive as a turning space.
4. The school will not accept responsibility for any mobile phone brought into school. If you do bring one in, it must be switched off during tutor time and lessons. You are allowed to use it at break or lunchtime. If your use of your phone is deemed inappropriate a member of staff will collect it and it will be returned at the end of the school day.

III Safety

NB There must be some rules to ensure the safety of large numbers of people gathered together in the same building.

1. It is advisable for safety reasons that spectacles be removed for gymnastics and games lessons. If this is not possible (e.g. if a learner would be unable to see sufficiently well to participate in the lesson) a letter is required under Health & Safety regulations from a legal guardian accepting liability in case of accidental damage or breakage of the spectacles during the lesson, or worse, an accident to the wearer.

All jewellery must be removed for all Physical Education lessons. There are special rules about studs in recently pierced ears. See your P.E. teacher BEFORE you have your ears pierced. No body piercing is allowed in school. Hair should be tied back for all P.E. and Games.

2. All girls taking part in Science practicals must wear safety goggles as required by the teacher in charge of the laboratory. Science overalls must always be worn in the laboratories to protect your clothes from possible traces of chemicals, even if you yourself are not engaged on a practical study. Long hair should be tied back for practical work.



3. When you walk about the School you are asked to keep to the left of all corridors, stairs and footpaths.
4. Each morning you are asked to come down to Assembly in COMPLETE SILENCE: this is an exercise in self-discipline but it is also essential, for safety, to practise moving about the School with no talking so that it is possible to evacuate the building quickly and quietly in the event of an emergency such as fire.

IV Administration

NB Administrative regulations are necessary to ensure efficiency and fairness where large numbers of people are involved.

1. The law requires you to come to school regularly and you must attend punctually, unless prevented by illness or other urgent cause. If need of absence is known in advance, your legal guardian should apply in writing via your Form Tutor some days beforehand.
2. If you are suffering from infectious illness, School must be told immediately. All absence must be explained in writing on your return to School and by telephone on the third day where absence is longer than two days. All letters should normally be addressed to the Form Tutor.
3. If learners leave the school at any time during the day, you must report to the office to sign out and collect a green permission form, before leaving the premises, and upon return, sign back in. This is essential for safety reasons.
4. Support staff are very busy and telephone messages cannot be accepted for learners except in emergency and then only from a close member of your family.
5. All your clothing and belongings must be clearly marked with your name. No responsibility can be accepted by School or for items lost or damaged on the premises. Please read the special rules for marking PE kit carefully and make sure that you comply.
6. If you need to be excused from PE (and this should be only for a sound medical reason) you must bring a note written by one of your parents. Unless the reason is immediately visible (e.g. a plaster cast!) please bring a note on each occasion.

Appendix 2

SCHOOL UNIFORM

ALL ITEMS OF CLOTHING MUST BE CLEARLY MARKED WITH THE OWNER'S NAME. SCIENCE OVERALLS, COOKERY APRONS AND SHOE BAGS SHOULD HAVE INITIALS (5 cm HIGH) EMBROIDERED UPON THEM IN ADDITION TO THE NAME IN FULL.

- Blazer, washable, Royal Blue.
- Highsted Grammar School Badge for blazer (available at Highsted School office).
- White drip-dry cotton blouse - plain uniform type with V-neck and revers.
- Plain-knit grey cardigan and/or V-neck pullover (of the shade available at Forsters/Simmonds). Light grey cardigans are not permitted.
- Plain opaque black tights.
- Plain dark grey knee-length straight skirt (as available at Forsters or Simmonds only).
- Science Overall, Royal Blue, with initials embroidered on right-hand side where a breast pocket would be.
- Cookery Apron, Royal Blue.
- Plain (no logos of any kind) Black outdoor coat, mac or duffle coat. Real fur, leather or suede coats are not permitted.
- Plain black shoes (not suede) suitable for school. (Please avoid steel-tipped heels and extremes of fashion.)
- Hairbands in blue, black or white, only.

Sports Kit

Plain white aertex type blouse.

Appropriate House polo shirt or hooded top.

Athletic shorts, Royal Blue with white stripe.

Pleated wrap-around skirt, Royal Blue.

Sports socks, Royal Blue - white socks for Summer term.

White training shoes.

Sports bag in school colour, Royal Blue, for PE kit.

In order to avoid unauthorised (and unhygienic!) borrowing of other learners' kit, in addition to the normal name tapes please embroider initials in bright red/scarlet on the left-hand side of the T-shirt and the bottom left-hand side of the unpleated area of the PE skirt.

Optional

- Plain charcoal grey or black trousers (as available at Forsters only). No other design of trousers are permitted.
- Black plain knee-length boots when snow is on the ground and only to walk to school in.
- Smart black ankle boots can be worn with trousers only.
- Plain black, white or royal blue scarf.
- Roll-collared sweater, white, long sleeves, for wear underneath long-sleeved blouse in cold weather, not permitted in Summer term.
- Royal Blue or Plain Black waterproof cagoule may be worn in wet weather.
- Black sandals, low heeled for warm weather. All footwear, for safety reasons, must have at least a strap at the back of the heel.
- For Physical Education lessons plain black jogging bottoms (NOT shell suit bottoms), grey sweatshirt with school logo.



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- Royal blue polyester shorts with shadow stripe.
 - Hockey boots/Football boots.
 - Shin pads are strongly recommended.



Appendix 3

REFERRAL PROCEDURES: STAGED SANCTIONS

The purpose of this document is to clarify the procedures that should be followed when it becomes necessary to enlist someone else's help in dealing with a disciplinary incident.

All staff develop their own techniques for dealing with different situations and these should always be the first course of action whenever a problem occurs. On the rare occasion that these are ineffective or the situation is considered sufficiently serious to warrant further action, it is important that the appropriate procedure is followed. This is to ensure that any further action taken is progressive and that the information is always communicated to the necessary people.

Staff are reminded that where learners are asked to stand outside a classroom for a cooling off period, this should be for 5-10 minutes only. Any longer would not be a constructive use of staff or learner time.

The system of Staged Sanctions should only be by-passed in an emergency, or where a member of **SLG** has said that a learner is not to be placed on the Staged Sanctions. Teachers should ensure that there is a logical progression through the stages, if needed, and that each learner and his/her home are **always** aware of where s/he is up to on the Staged Sanctions.



**HIGHSTED GRAMMAR STAGED SANCTIONS:
STAGES 3 & 4 - REFERRAL FORM**

Guidance notes for staff:

1. It is important that the forms are used in a consistent way across the school. Referral forms should be issued for **severe** behaviour problems and/or **persistent** failure to complete homework, once sanctions at Stages 1 and 2 have failed to have the desired effect. Issuing of this referral form automatically involves the Subject Leader/Head of House (plus the AHT (Key Stage) as appropriate).

Obviously, within this teacher discretion applies - it may not be applicable to issue a form to a learner who is experiencing significant family/personal problems.

2. Subject staff should record the details of the problem and the action taken to date, at Stages 1 and 2.
3. The referral form should then go through the pathway **as a matter of urgency**. This is very important so that staff are informed as quickly as possible.
4. The form tutor should maintain a list of referral forms, by subject.
5. The AHT (Key Stage) will become involved where a persistent problem exists. They will liaise with the Subject Leader/Head of House as required.
6. All referral forms will be kept on the learner's file for future reference.

Appendix 4

HIGHSTED GRAMMAR SCHOOL

PROCEDURE FOR REMOVING LEARNERS FROM LESSONS

On the rare occasions where the behaviour of a learner reaches the point where an individual member of staff feels that they are unable to continue to teach the lesson and would like SLG intervention, the following procedure should be implemented. It should be stressed that these will be very rare instances, other than where a deliberate policy of removal from lessons has been put in place for an individual student. Staff are reminded that we are obliged to provide work wherever a learner is removed. In the event of no member of SLG being in school, another senior member of staff will be made the designated contact for the day.

Reasons for removal

- Repeated and open defiance
- Confrontational behaviour
- Foul and abusive language directed at a teacher and/or another learner
- Any behaviour that compromises safety within the classroom

Procedure to be followed

- Where an individual is being persistently disruptive they should be given two warnings/opportunities to improve.
- If no improvement is seen, the learner should be asked to stand outside the room.
- Two learners should then be sent to the school office with that teacher's exit card: the room number should be clearly written onto the white sticker. (The card and room number are essential).
- The card should be handed to reception who will contact a member of SLG or the other senior designated member of staff.
- A member of SLG or other senior designated member of staff will then come to the classroom to remove the learner.
- Work for the exited learner should be sent to the office as soon as possible and certainly within 10 minutes of the exit.
- It is the responsibility of each member of staff to ensure that they always have their card on them; to collect their card again from reception and to refresh the sticker.

SLG Action with exited learners

- The learner will be interviewed by a member of SLG or the designated replacement who will also oversee the completion of the Exit form (see overleaf).
- Where further sanctions are required, these will be put in place in consultation with the appropriate Subject Leader/Head of House.
- Home will be contacted and, where appropriate, parents invited in to school.
- All action will be written up in the usual way.



EXIT FORM

Name _____

Form _____

What did I do in this lesson?

What was I thinking at the time?

What could I have done differently to prevent having to be removed from the lesson?

What do I think I need to do to put the situation right?

Signed _____

Date _____

Teacher comments

Form to be circulated through the appropriate Subject Leader/Head of House to file.



HIGHSTED GRAMMAR STAGED SANCTION FORM:

Pupil's name:	Form/teaching group:	Subject:
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STAGE 1:

Details of problem

Action taken by subject teacher/form tutor: *N.B. Action should be appropriate to problem*

Note in Planner made: (Tick or cross as appropriate)

Date of detention if set:	Attended: Yes / No
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Issue Resolved: YES → END OF MATTER
 NO
 ↓
 CONTINUE TO STAGE 2

STAGE 2: Referral of matter to Subject Leader or Head of House

Action taken by Subject Leader or Head of House:

	DETAILS
LUNCHTIME DETENTION:	
AFTER SCHOOL DETENTION (CONTACT HOME NEEDED)	
OTHER	

Issue Resolved: YES → END OF MATTER
 NO
 ↓
 CONTINUE TO STAGE 3



STAGE 3: Referral to AHT (Key Stage)

Action taken by AHT (Key Stage)

Issue Resolved: YES → END OF MATTER
NO
↓
CONTINUE TO STAGE 4

STAGE 4: Referral DHT

Action taken by DHT

Appendix 5

SANCTIONS

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with pupils' classwork should initially be dealt with by the class teacher, and then, if necessary, by the Subject Leader/Head of House. The school uses sanctions which are appropriate to the particular offences in a flexible manner, i.e. by considering individual circumstances.

LESS SERIOUS OFFENCES - ACTION TO BE TAKEN

Initially a suitable punishment/strategy will be employed - less drastic sanctions will be tried first but if they do not produce the desired result then more drastic or permanent measures will be employed.

- talking the matter over with the pupil and the pupil's parents.
- talking to other pupils and teachers.
- moving the pupil to another seat or class to facilitate learning/good behaviour.
- removing the pupil from the classroom (must be placed under supervision).
- a pupil may work in another classroom away from the usual group for a 'cooling off' period.
- withdrawing any pupil from participating in practical work for a period of time as appropriate to safeguard the welfare of the majority of pupils.
- placing the pupil on report. Here the behaviour is monitored throughout the day.
- work 'avoided' can be done at break or lunch time under direct supervision.
- detentions in school time, i.e. denial of break or lunch time.

DETENTIONS

The form tutor of any pupil placed in detention (a maximum of one hour) must be notified, and the teacher who imposed the sanction must provide the pupil with appropriate work to complete while being detained. It is often best for the teacher issuing a detention to supervise it themselves.

A detention can be particularly appropriate when lesson time has been lost as a result of lateness or disruption and the work is made up during the detention. Pupils of any age may be required to 'make-up' work during a break or lunchtime under the direct supervision – this does not require parental approval. Staff should always be considerate in allowing the pupil to go to the toilet or to obtain food/refreshments.

For detentions held after school hours, teachers must be careful to consider the pupil's transport arrangements or the dangers of a late return home, especially in winter before choosing this sanction.

NEGOTIATION AND CONTRACTS

The making of a 'contract' by negotiation is sometimes appropriate when trust and mutual respect have broken down between the teacher/pupil/parents. The contract should be written in such a way that it focuses on specific behavioural problems and offers accrued benefits for achieving the stated goals. The pupil must fully participate in the negotiation - this offers her or him responsibility and can lead to a heightened sense of self confidence and awareness for the pupil. The utilisation of 'good communication skills' is necessary during the negotiation if all parties are to have ownership of the contract.

SERIOUS OFFENCES - ACTION TO BE TAKEN

In many cases of serious unacceptable behaviour there are offenders and victims, e.g. bullying, sexist or racist behaviour. In such a case we talk to the suspected victim, the suspected offender and any witnesses (if appropriate). If any bad behaviour is confirmed, the following action will be taken:

Help, support and counselling will be given as is appropriate to both the victims and the offenders:

We support the victims in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose;
- informing the victims' parents/carers;
- by offering continuing support when they feel they need it;
- arrange for them to be escorted to and from the school premises;
- by taking one or more of the disciplinary steps described below to prevent more bad behaviour by the offenders;
- by using restorative approaches between all parties.

We also discipline, yet try to help the offenders in the following ways:

- by talking about what happened to discover why they offended. Sometimes this can be best conducted in private or public (within the tutor group or an assembly) or possibly with the victim present - great care, experience and knowledge of the individuals is necessary for an appropriate choice to be made to avoid damage to relationships and pupils' self-esteem. The most powerful sanction is the disapproval of individuals who an offender respects, e.g. her or his peers, a parent or particular teacher. Teachers should also have opportunities to learn from what has happened. The school should make every effort to create a climate in which any sanctions will:
 - a). have the greatest effect;
 - b). preclude any re-offence.
- by continuing to work with the offenders in order to get rid of unsocial attitudes as far as possible (this may involve the assistance of outside agencies);
- by taking one or more of the disciplinary steps described below to prevent more bad behaviour;



- by using restorative approaches between all parties.

DISCIPLINARY STEPS

The offenders may:

1. be warned officially to stop offending.
2. have their parents/carers informed (parents may be called in to the school).
3. be placed on detention - see earlier for further details.
4. be placed on report and/or have privileges withdrawn, e.g. exclusion from the school premises at break and/or lunch times. Placing on report requires **meticulous** follow-up procedures.
5. be transferred from one class (teaching or tutor) to another - see earlier for details.
6. a contract may be agreed which includes the staged accrual of privileges - see earlier for further details. The contract should be written in such a way that it focuses on specific behavioural problems and offers accrued benefits for achieving the stated goals - in this way a balance can be seen to be kept between sanctions and rewards.
7. have arrangements for them to be escorted to and from the School premises.
8. be excluded for a short fixed period (one or two days). **(By Headteacher only)**
9. be recommended for exclusion for a longer fixed period (up to five days) or an indefinite period. **(By Headteacher only)**
10. for repeat periods of fixed term exclusion, be subject to permanent exclusion.

Whatever sanctions are imposed, staff must insist that they are applied without infringement of the school's ethos and aims - indeed their application should reinforce the school's ethos and aims e.g. some sanctions such as collection of litter or the refurbishment of defaced furniture are constructive and useful to the school community.

PUPIL EXCLUSION: ADDITIONAL NOTES

A pupil excluded from the school for a fixed period remains on roll and the absence will be treated as authorised, as it results from a decision taken by the School – this includes the period whilst any review or appeal is in progress and must continue until the pupil is removed from the school roll.

‘Exclude’ means excluded on disciplinary grounds. There are two categories of exclusion: fixed period or permanent. Pupils may also be excluded from the school premises for the duration of the lunchtime break between the morning and afternoon school sessions. N.B. When an exclusion is for a fixed period, appropriate work must be set as soon as is reasonable for the excluded pupil.

Exclusion is a serious step which will be used only in response to serious breaches of the school’s disciplinary policies. Except in cases of serious bullying, including physical violence, racial or sexual abuse, exclusion will only be sanctioned after:

- i. a range of alternative strategies to resolve the pupil’s disciplinary problems have been tried and proven to have failed; or
- ii. where allowing the pupil to remain in school would be seriously detrimental to the education or welfare of other pupils and staff, (or of the pupil herself or himself).

Only the Headteacher can exclude a pupil from school and may:

- not delegate that power to someone else;
- exclude a pupil for one or more fixed periods not exceeding a total of 45 school days in any one school year;
- also exclude a pupil permanently or convert a fixed period exclusion into a permanent exclusion, if he or she decides circumstances warrant this.

In all cases the Headteacher must promptly:

- inform the pupil’s parent of the period of the exclusion, or that the exclusion is permanent;
- give the reasons for the exclusion;
- advise the parent that he or she may make representations about the exclusion to the governing body’s discipline committee;
- advise the parent how his or her representations may be made;
- in the case of a permanent exclusion being confirmed, remove a pupil from the school roll on the school day either:
 - i. after the appeal committee’s confirmation of permanent exclusion;
 - ii. on expiry of the time allowed for appeals to be made;
 - iii. the pupil takes up a place elsewhere before events i. or ii. occur.

The Headteacher must immediately notify the governing body’s discipline committee of the details of an exclusion, (including the reasons for it) if:

- fixed period exclusions are converted to permanent exclusions;
- fixed period exclusions total more than five school days in any one term;



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- an exclusion would result in the loss of an opportunity to take any public examination.

There are statutory procedures involving disciplinary and appeals committees for the further process of dealing with exclusions and appeals against such actions. Meanwhile absence should be recorded as authorised. Teachers are responsible for setting work for an excluded pupil who remains on the school roll.