

Student Discipline Policy

Aspire Believe Achieve

This policy document and the content contained therein remains the responsibility of the Headteacher the Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

Review date: September 2016
Next review date: September 2017
Reviewed by: Mr A Duckworth

Approved by the Deputy Headteacher: September 2016

THE CHRISTIAN COMMUNITY

Fundamental to this Christian Community is the belief that:

- the ethos of the school reflects our Christian beliefs and spiritual values, creating an environment that promotes positive behaviour;
- we have a collective responsibility for the welfare of ALL people in our School Community.

AIM

The aim of our behaviour policy is:

- to improve students' social, emotional and behavioural skills, thereby raising standards of achievement and enhancing social and educational inclusion;
- to provide appropriate educational provision that will minimize the risk of inappropriate behaviour;
- to address the learning needs of underachieving students.

ADULT ROLES

- Parents and guardians, students and teachers all need to operate in a culture of mutual regard and respect.
- Parental support is essential in the maintenance of good behaviour.
- The quality of teaching and behaviour in school are inseparable issues and the responsibility of all staff.
- The School Leadership Team has a key role in establishing high standards of teaching and behaviour.

CODE OF CONDUCT

Students are required to:

- show consideration for the needs and feelings of others;
- show respect for each other as individuals regardless of race, religion, culture, gender or disability;
- always speak politely to others: not making racist or sexist comments, name calling or using abusive language;
- resolve conflict without the use of physical violence. Treating the property of others with respect;
- take care of the school buildings and grounds by not causing damage and not creating litter;
- behave in an appropriate manner;
- respond helpfully if someone is in difficulty;
- be honest, and able to admit when they are in the wrong;
- act as ambassadors for the school.

THE ROLE OF THE TEACHER

The classroom is the most important place in school education. Children need a calm and purposeful classroom atmosphere.

The teachers at Bishop Rawstone will ensure that:

- procedures are clearly understood by students;
- explanations and goals are clear;
- progress is monitored;
- school behaviour and discipline procedures are enforced consistently.

THE CURRICULUM

The curriculum at Bishop Rawstone will:

- be appropriately differentiated;
- be stimulating, engaging and motivating;
- encourage high expectations in terms of achievement and behaviour;
- encourage students to set and organise clear goals for themselves and to reflect on their own progress;
- encourage them to work co-operatively with their peers.

CLASSROOMS

The students at Bishop Rawstone are required to take responsibility for their own learning and behaviour by:

- arriving punctually at lessons;
- being fully equipped;
- wearing full uniform;
- settling to work quickly and keeping on task throughout the lesson;
- keeping noise and movement to a minimum;
- listening when another person is speaking;
- completing homework on time.

COMMUNITY

- Consider the safety of others and not bring dangerous, threatening objects to school. This includes illegal substances, including drugs, alcohol, e-cigarettes
- Move around the School in an orderly way without running, swinging bags, pushing or arguing.
- Eat in the designated dining areas and put litter in the bins.
- Show respect for the adults and prefects on duty by doing as they ask.
- Wear correct school uniform including on the journey to and from school.
- Behave in an appropriate manner on transport to and from school, in line with the guidance from the Safer Travel Unit. The protocols of the Safer Travel Unit (Incident Reporting Protocol - Procedure for dealing with incidents of anti-social behaviour on Home to School Transport) is adopted in its entirety. (www.safertravelunit.co.uk).
- Encourage each other to participate in the interests of the school.

REWARDS AND INCENTIVES

Good behaviour has been and will continue to be recognised in the following ways:

- the points system, pens, pencils, chocolates, memory sticks, 'school postcards' and a selection of other rewards;
- displays of students' work;
- certificates of achievement;
- Achievement assemblies;
- Rewards trips
- Awards' Evening;
- Service to the school awards;
- Praise letters and phone calls home;
- Commendation by the Head of Year, Head of Faculty, or Headteacher;
- Rewards' activities;
- Rewards for specific individuals which are centred around their personal interests and hobbies.

PROCEDURES AND SANCTIONS

Bishop Rawstone adopts a staged response to behavioural issues.

The increasing use and evaluation of data within school allows early identification of students who are either displaying attitudinal or academic concerns. The Senior Leadership Team disseminates this information to relevant curriculum leaders who in turn use this to inform their teaching and learning and behaviour support plans. One to one mentoring has been offered to and accepted by students with identified areas of academic or attitudinal underperformance.

The following internal procedures are in place at Bishop Rawstone.

SIMS is the central database on which we now log all behavioural incidents, whether they are low level or high priority. SIMS allows staff to remove points in the traditional way, but removes the planner and potential inaccuracy as it is all digital. SIMS is also now where we will also record any homework issues and the nature of the system means that Curriculum Leaders and Heads of Year will be able to pick these up if required.

Green Card System

Any student who displays behaviour or refuses to follow instructions, with the result that where learning cannot continue, will be 'Green Carded'.

A senior member of staff is on duty to collect and supervise. The following procedures apply:

- the Green Card pass is issued to a sensible student who takes it to the main office;
- the member of staff on duty will come to the classroom to remove the offending student – there is no discussion at this point;
- the student will be given a written task and will sit inside the inclusion room to complete;
- the teacher who issued the Green Card will be asked to complete the green incident slip to record details of the disruption;
- parents may well be contacted by the relevant Head of Year or the Senior Leader, Pastoral Care who will inform them of the appropriate sanction;

- each green card will automatically be logged against the student's name;
- SLT review 'Green Cards' daily and may decide to override the sanctions as appropriate.

MAJOR INCIDENTS

All major incidents are to be reported to the relevant Head of Year or the Senior Leader – Pastoral Care who will inform the SLT and appropriate sanctions will be enforced.

Examples of **major incidents** are:

- violence
- bullying
- vandalism or purposeful damage to property, buildings or School transport
- persistent disregard for Code of Conduct
- drug related incidents
- alcohol-related incidents
- racism
- theft
- possession or use of a weapon
- any other matter deemed serious

Physical violence against another student will result in exclusion.

A RANGE OF RESPONSES AVAILABLE TO THE SCHOOL WHEN DEALING WITH ILLEGAL ITEMS

The school is clear that the possession or use of illegal items on school premises is unacceptable and will be dealt with firmly, promptly and fairly (in the same way as fighting, theft, vandalism and any other serious misdemeanors). Similarly, legal drugs or medicines will always need to be managed appropriately in school; unauthorised possession cannot be permitted. There will always be a need for all students, whether involved or not to learn from a drug-related situation which has been dealt with by the school.

Students who bring illegal substances or dangerous weapons into school are liable to permanent exclusion.

Every situation should be carefully assessed to ensure that appropriate and serious attention is given to incidents which pose a threat to the health and safety of students.

When drug taking is involved, its significance should be judged carefully as it may represent just one of a number of important aspects of behaviour. For example, school carefully manages any situation involving medicines, whether prescribed or not, and takes into account the legal status of any medicine involved and the health needs of students. (See also supporting students with medical needs policy).

Each incident and its response will be on an individual basis once the incident has been investigated and the needs of the young person involved in the drug-related incident assessed. The school will balance sanctions, support and education to ensure the well-being of the school community. For further information, please refer to our Drug Policy.

Behaviour Moves and Green Cards

We operate a system in school that allows children to recognise when their behaviour is not acceptable and when they need to change it to avoid getting in further trouble. This is a style of Assertive discipline and operates as below,

B1: Misbehavior in a lesson will first generate a verbal warning. When the verbal warning is given, the initials of the student's name should appear on the board. This is the student's first, clear indication that their behaviour is inappropriate. Please log on SIMS.

SANCTION - NOTHING

B2: If they continue to misbehave they are warned again. Please log on SIMS.

SANCTION – LOSS OF 5 POINTS

B3: The majority of students will choose to behave more appropriately after this point, but those who continue not to listen would receive a B3. Please log on SIMS.

SANCTION – LOSS OF 10 POINTS AND SUBJECT TEACHER'S DETENTION

Following this there are 2 choices for the final step. A Green Card or a Behaviour Move.

BEHAVIOUR MOVE (B4)	GREEN CARD
<p>This is the natural progression from a B3. If the student is still failing to work as you would like, then this should be the next step.</p> <p><u>Behaviour Move Procedure</u></p> <p><i>The student will need to be escorted to the faculty leader. If you can do this with minimal disruption, please do so. If this is not possible, please send a student to the office with the yellow Behaviour Move card and a member of staff will come to escort the student to the curriculum / subject leader.</i></p>	<p>A green card is used when a student's behaviour prevents the lesson from continuing. A green card is generally used for offensive, argumentative or threatening behaviour.</p> <p>Green cards should also be used separately to B1 – B3. One off incidents that <u>stop your lesson</u> and mean you <u>cannot continue</u> should be dealt with using a green card</p> <p><u>Green Card Procedure</u></p> <p><i>If a student is green carded, send another student to the main school office with the teacher's green card.</i></p> <p><i>The main school office will then alert the member of the Leadership Team on patrol and the student will be collected.</i></p>
<p>When is a "B4" a "B4"?</p> <ul style="list-style-type: none"> ● Following a B3 – you cannot just jump to a B4. ● Refusal to work ● Persistent low level disruption 	<p>When is a "Green Card" a "Green Card"?</p> <p>When a lesson cannot continue. For example:</p> <ul style="list-style-type: none"> ● Aggressive or confrontational behaviour ● Persistent defiance ● Intimidating behaviour towards staff / students ● Rudeness ● Swearing directly at students or a member of staff

THE POINTS SYSTEM

All students start the year on zero. It is the expectation that you accumulate points over the course of the year.

Students can earn or lose points. These are recorded electronically and are monitored by staff in school. Your form tutor will regularly update you on your total and these totals will be recorded in your planner. At different times throughout the year your points total will be sent home.

For students to be eligible for rewards they will need to reach a certain number of points over the course of the year. This number will be confirmed between October half term and Christmas.

How do I earn and lose points?

Good effort in class **+3**
Represented school in a sports event **+5**
Excellent effort in class **+5**
Good contribution to tutor time **+5**
Excellent classwork **+5**
Represented school in a music event **+5**
Excellent homework **+5**
Excellent project/coursework/exam **+10**
Contribution to year group worship **+10**
Excellent contribution to tutor time **+10**
100% attendance over a half term **+10**
Regular attendance at clubs over a ½ term **+10**
Regular register monitor **+20**
Postcard home **+20**
Assisting in a school event **+20**
Mentor **+20**
Excellent tracking **+30**
Prefect **+20**
Bishops Award **+30**
House Captain **+20**
Senior Prefect **+20**
Head Teachers award **+50**

Behaviour 1 (Name on board) **-0**
Lack of equipment **-3**
Behaviour 2 (Tick on board) **-5**
Incorrect uniform **-5**
Late **-5**
Missed homework **-5**
Make-Up/Nail Varnish/Earrings **-5**
Chewing Gum **-5**
Teacher detention **-5**
Poor behaviour outside of class **-5**
Unsigned/forgotten planner **-5**
Behaviour 3 (Ticks on board) **-10**
Persistently unsigned/forgotten planner **-10**
Confiscated device 1st offence **-10**
Persistent Make-Up/Nail Varnish/Earrings **-15**
Confiscated device (multiple) **-20**
After school detention **-25**
Internet misuse **-30**
Loss of planner **-30**
Green Card **-10**
Cigarettes/E-Cigarettes **-100**
Truancy **-100**

Points can also be lost or earned for other reasons at the head of year's discretion.

Points will be split into different levels, with each gaining greater rewards. The levels are bronze, silver, gold and platinum. The numbers for each level will be decided between October half term and Christmas.

CODE OF CONDUCT IN OUR CHRISTIAN COMMUNITY

Our aim is to ensure that you feel happy, safe and secure in School.

We believe:

- we all have a right to be considered equal, worthy of respect and esteem;
- we all have a responsibility to treat others as we would like to be treated ourselves.

Therefore please:

- treat each other with courtesy;
- look after the classrooms and environment;
- remember that our Code of Conduct applies when we are travelling to and from school;
- tell an adult if you see someone who is unhappy or worried.

REPORTING/RECORDING/RESPONDING TO INCIDENTS

The Senior Leader , Pastoral Care, Heads of Year or Senior Leadership Team member, in consultation with other school staff, will be responsible for recording, monitoring and co-ordinating actions as deemed appropriate.

The Heads of Year, in consultation with the Group Tutor and parents will offer advice, support and mentoring, etc. for those students being bullied.

POLICY REVIEW

The agreed Policy will be reviewed by the Governors annually.

RESPONDING TO A COMPLAINT FROM A PARENT/GUARDIAN

The school has a complaints procedure, which parents can access.