



PONTELAND COMMUNITY MIDDLE SCHOOL

Behaviour and Discipline Policy

Values and Principles

We believe that PCMS should:

- Offer all children within it education as an inalienable right
- Provide high quality teaching and learning experiences for each child, every day
- Take account of what parents and pupils expect of the school

We take our vision the following paraphrase from St John's Gospel.

We serve here in school simply

'...in order that they may have life and have it abundantly.'

(John 10:10)

In addition, within the whole school community the following occurs:-

The staff know that:

- Behaviour affects learning
- Consistency is important
- The whole school community is affected
- Early interventions are important
- Support for students is vital
- All school staff must model positive behaviour

The powers within this policy are at the discretion of the Head teacher but the responsibility is for all.

Our behaviour policy includes:

1. A consistent approach to behaviour management, teaching and learning
2. Classroom management, learning and teaching
3. Behaviour strategies and the teaching of good behaviour
4. Rewards and Sanctions
5. Pupil support systems
6. Managing pupil transition
7. Pupil's conduct outside the school gates – School will implement sanctions where the student behaviour outside the school gates affects the school's reputation or behaviour within school
8. The use of Detention - Detention is used in our school and will be carried out in line with recent government guidelines, e.g. children can be given a detention on the same day as an event. Parents do not need to be given 24 hours notice.

Section 1

A consistent approach to behaviour management, teaching and learning

Behaviour is managed by a staged process from form teachers, subject teachers, staff, parents and pupils.

We aim to identify pupils who are persistent offenders or are noticed because of 'low level' disruption. Where this occurs we –

- Ensure staff follow through issues with the pupils indicating what must be done to improve
- Ensure that staff discuss with parents the school's concerns and agree a common way of working to help pupils make improvements to their behaviour
- Establish the best way of communication with parents
- Provide regular feedback on the progress being made.

We believe consistent experience of good teaching and learning engages students and this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps students understand the school's expectations and allow staff to be mutually supportive.

As a school we work together to achieve all the above points and include in house strategies to:

- Assess staff needs and build into continuing Professional Development (CPD) programmes specific opportunities to discuss and learn about behaviour;
- Identify those students who have learning behavioural difficulties or are experiencing difficulties out of school and agree common ways of managing and meeting their needs;
- Ensure that senior colleagues are highly visible at particular times of day, to support staff and maintain a sense of calm and order; and
- Ensure that senior managers regularly walk the building, going into classrooms and assessing how well staff are consistently applying the school's policies on behaviour improvement.

Section 2

Classroom management, learning and teaching

We believe that by engaging pupils more effectively, standards of behaviour improve.

As a school we:

- Ensure all staff follow the learning and teaching policy and behaviour code and apply agreed procedures;
- Plan lessons well, using strategies appropriate to the abilities of the pupils;
- Use commonly agreed classroom management and behaviour strategies;
- Offer pupils the opportunity to take responsibility for aspects of their learning, working together in pairs, groups and as a whole class;
- Use Assessment for Learning techniques, such as peer and self-assessment, to increase pupils' involvement in their learning and promote good behaviour;

- Collect data on pupils' behaviour and use it, for example, to plan future groupings and to target support on areas where pupils have the greatest difficulty;
- Ensure all teachers to operate a seating plan;
- Ensure all teachers to build into their lessons opportunities to receive feedback from pupils on their progress and their future learning needs;
- Recognise that pupils are knowledgeable about their school experience, and have views about what helps them learn and how other pupils' poor behaviour stops them from learning;
- Give opportunities for class, Year group and school councils to discuss and make recommendations about behaviour, including bullying and effective rewards and sanctions;
- Plan homework carefully and set it early in the lesson so that all pupils have a clear understanding of what is expected of them.

Section 3

Behaviour strategies and the teaching of good behaviour

Our school adopts procedures and practices that help pupils learn how to behave appropriately. Good behaviour must be modelled by the adults in their interactions with pupils. We recognise that children learn respect by receiving it. How staff speak to pupils and praise them helps motivate them to do well.

As a school we:

- Ensure all staff understand, and use consistently, the behaviour management strategies agreed by the governing body and school community
- Use pupil tracking systems to identify positive and negative behaviour
- Ensure all staff joining the school (including supply teachers) are given clear guidance and use the school's systems and expectations for behaviour
- Use the National Strategies materials to develop pupils' emotional, social, spiritual and behavioural skills. This involves :
 1. SEAL materials;
 2. Developing use of common language to describe behaviour;
 3. Arranging additional small group support for pupils who need it;
 4. Agreeing with staff how they will teach pupils to manage strong feelings, resolve conflict, work and play cooperatively and be respectful and considerate.

Section 4

Rewards and Sanctions

The school follows the discipline chain as outlined in the grid below:

Step 1	Options Available
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<p style="text-align: center;">Subject Teacher</p> <p>The subject teacher is responsible for all aspects of learning and discipline from the moment pupils arrive until the moment they leave classroom. At break and lunchtime this is extended to going outside the building.</p> <p>To deal with disruption to the learning in their lesson and homework issues/lateness to class and not having correct equipment.</p> <p>KS 3 teachers should use code of conduct and expectation guidelines Consistently</p> <p>KS2 teachers should refer to classroom code of conduct</p> <p>Uniform checked on way in to classroom. Taken to cloakroom at break. Take pupils to early lunch and supervise classroom. Liaise with SEN Coordinator.</p> <p>TAs/HLTAs – pass any information from lesson to subject teacher.</p> <p>Self evaluation of classroom practice. Concentrate on behaviour for learning Liaise with form tutor before telephone call home.</p> <p>All staff to pass on information to subject teacher if issue near entry or exit to classroom.</p>	<p>(a) Deal with individual pupil's NOT whole class. (b) Warning – related to classroom Code of Conduct/ KS3 Expectations (c) Loss of free time. (d) Polite note in homework diary and ask for parents' signature, not about behaviour should be work related, use of sticker system KS3 (e) Contact parents for persistent concerns before parents' evenings and reports. (f) TANGO issued to CP and Form Tutor by end of day. (g) Should a teacher need to send a child out – use official remove system with work – designated staff to remove.</p> <p style="text-align: center;">Homework</p> <p>In one subject in a term. 1st piece – do at lunchtime 2nd piece – note in diary complete in 24 hrs + lunch time detention. 3rd piece in same subject in one term – After School detention. 4th piece – Refer to homework club Wed</p>
<p style="text-align: center;">Step 2</p> <p style="text-align: center;">Form Tutor</p> <p>The form tutor is responsible for all pastoral issues with the class and or persistent disruption in one lesson or across lessons, as well as issues occurring outside the classroom. Code of Conduct and expectations guidelines followed CONSISTENTLY</p> <p>To deal with/be aware of persistent disruption in one subject. Disruption across lessons.</p> <p>Pastoral problems during day/during break and at lunchtime. Initially dealt with by duty team (see separate sheet). Passed to form tutor. Persistent homework issues across subjects. Uniform/school ethos. Building a working relationship with parents Referral for intervention programmes. SEN Coordinator informed.</p> <p>Monitor diary weekly for stickers or reminders from subject staff All staff to pass on information to form tutor if issue on school site</p> <p style="text-align: center;">Consider mentor programme</p>	<p style="text-align: center;">Options Available</p> <p>(a) Invite parents in /telephone to arrange 2nd progress meeting – regular contact. There should be no surprises at parents evening. Need to build relationships with parents. (b) TANGO to CP by end of the day. (c) Loss of time internally. (d) If message left inform leadership team and if parents telephone pass back to form tutor. (e) Refer to lunchtime detention (f) 6 homework in one term across subjects after school detention.</p> <p>TANCO 1 x Tango Lunchtime detention 3 x Tango Form Tutor to telephone parents and warn that if 4th Tango issued there will be an after school detention 4 x Tango after school detention letter sent home via LC in school office</p>
<p style="text-align: center;">Step 3</p> <p style="text-align: center;">Director of Year Group (in consultation with form tutor)</p> <p>Are responsible for their year group in its entirety on all matters of teaching and learning and discipline inside and outside of the classroom</p> <p>Serious breach of discipline Ongoing pastoral issues. Persistent uniform issues. Repeated problems on school yard. Staff to contact school office to identify withdrawal cover. SEN and outside agencies through JC/CP Monitor behaviour of year group as a whole and come up with solutions to issues in conjunction with team</p>	<p style="text-align: center;">Options Available</p> <p>(a) Parents invited in to school. (b) Pupil put on report for 2 weeks. (maximum time on report 3 weeks in one year). (c) Agree 2nd progress meeting. (d) Monitor books (compare with other pupils) (e) Note kept in file on individual pupils. (f) After school detention. (g) Loss of privileges. (h) LEADERSHIP TEAM INFORMED. (i) INTERNAL EXCLUSION (j) Mentee System (k) Organise Lunchtime detention rota</p>
<p style="text-align: center;">Step 4</p> <p style="text-align: center;">Leadership Team Stepped Approach PB – JC - CP</p> <p>If reminders need to be given. If directors feel it necessary for intervention. Fighting/Audible Aggressive Behaviour/ Rudeness to Staff After School detention 1st day internal exclusion 2nd day external exclusion</p> <p>Intervention of outside agencies e.g.: School Nurse Mentee system. SEN Team.</p>	<p style="text-align: center;">Options Available</p> <p>(a) Pupil Interview by member of LT (PB, JC, CP) (b) Behaviour support programme for 3 weeks and after school detentions PB, JC, CP. (c) Parent Interview (d) Put on Behaviour Contract/Points system (e) Stepped approach 1. 3 after school detentions 2. ½ day internal exclusion 3. 1 day internal exclusion 4. 1 day external exclusion 5. External exclusion 6. Managed move to another school/permanent exclusion</p>

Section 5

Pupil support systems

We believe it is important for schools to have effective pastoral support systems.

As a school we:

- Recognise that a good pastoral system involves teachers and support staff
- Ensure that all staff undertake pastoral responsibilities and:
 - Have appropriate time to carry out their task
 - Are appropriately trained
 - Have adequate administration support
 - Have access to specialist support e.g.
 - Educational Psychologists
 - Education Welfare Officers
 - Child and Adolescent Mental Health Service
 - Speech and language specialists
 - Local Inclusion Support Teams
- Recognise that pupil support is not just about behaviour. We believe that good pastoral support is concerned with academic attainment and developing pupils' ability to become good citizens
- Ensure that staff understand and are responsive to the needs of particular groups within the school and wider community
- Ensure that pupils are helped to identify their belonging to a community by sharing a common dress code.

We recognise that the Every Child Matters (ECM) agenda identifies that children should feel safe, be healthy and enjoy and achieve in school. This will take place in a climate that tackles bullying, harassment and oppressive behaviour. Children must thrive.

As a school we:

- Regularly make clear to pupils, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated;
- Ensure that bullying, harassment and oppressive behaviour will be punished;
- Use the Anti-Bullying Charter for Action to involve pupils in creating systems to support each other, e.g. Restorative Justice and 'buddying', mediation and 'The B-Team';
- Have appointed a range of support staff to work with parents, allowing for early intervention and support when problems arise.

Section 6

Managing pupil transition

We are aware students find moves between schools and key stages unsettling and provide appropriate support and guidance whether they start at the beginning of a school year or depart or arrive part way through.

As a school we:

- Ensure that teachers receiving a new class are given appropriate information to help the teacher plan work and manage the class;
- Ensure the class teacher receives and can build on the social, emotional and behavioural skills already developed by previous teachers and schools. We recognise that change causes anxiety and if not carefully managed can adversely affect pupils' motivation, attitude attainment and behaviour. We work closely with parents/carers in transition and throughout the year;

- Manage the high mobility of students in our area by using a mid-entry information system
- Ensure students support each other via our 'B' team and 'buddying' system;
- Ensure in the event of a managed move that the child is supported and that relationships with the releasing/receiving school and the family is strong, honest and open.

Section 7

Pupil behaviour outside the school gate and within our community

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. They may discipline a pupil for:

- Any misbehaviour when the child is:
 - Taking part in any school-organised or school-related activity
 - Travelling to or from school
 - Wearing school uniform
 - In some other way identifiable as a pupil at the school
- Misbehaviour at any time includes conditions that:
 - Have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school
 - Absorbs teachers' time to address the situation or pupil distress

Discipline will always be carried out in accordance with The Discipline Chain and sanctions laid out in this policy.

On occasions the school may deem another agency more appropriate to deal with the incident or issue e.g. police.

Section 8

Confiscation of inappropriate items

Students will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out below. They can be searched on school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil e.g. on a school trip.

If a member of staff suspects a student has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag/locker and if the pupil refuses, the teacher shall apply an appropriate sanction.

If the student refuses to be searched, the Head teacher can carry out a search in line with the following guidelines:

1. The item is a prohibited item. Prohibited items are mobile phones, cameras, i-technology knives or weapons, alcohol, illegal drugs and stolen items. They are also an article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury (emotional or physical) to, or damage to the property of, any person.
2. Ensure the member of staff has reasonable ground for suspicion. For example, they might have heard other students talking about the item or they might have noticed the pupil behaving in a way that causes them to be suspicious.

3. The search should be carried out by a person of the same sex where possible and in the presence of the student and with another member of staff.
4. The person conducting the search may not require the student to remove any clothing other than outer clothing.
5. The person conducting the search may search any of the student's possessions. This includes any goods over which the student has or appears to have control e.g. lockers and bags.

Section 9

The use of reasonable force

Schools have a legal duty of care for all their students. Where a student is creating a situation where they are threatening the well-being of other students, reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force.

Reasonable force can be used to prevent students:

- From hurting themselves or others
- Causing damage to property
- Causing disorder within the classroom or school grounds

In our school we will use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Remove other children leaving the disruptive child in the classroom (is an alternative)
- Prevent a pupil behaving in a way that disrupts a school event or school trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil
- To stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

Where reasonable force has been used parents will be informed and an incident form completed.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the school's complaints policy.

Staff Consultation September 2013

Governors Curriculum Committee September 2013

