



THE CORBET SCHOOL

Behaviour and Discipline Policy

Associated Policies

Attendance
Bullying
Child Protection
Curriculum Policies PSHE, RE, SMSC, Sex Ed
Drugs
Equal Opportunities
SEN
Exclusions
Health and Safety
Homework
School Security

Review Period:- Annual

Review Completed:- April 16

Next Review Due:- April 17

Policy Manager:- Asst Head Pastoral

Approval Authority:- Curriculum

THE CORBET SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

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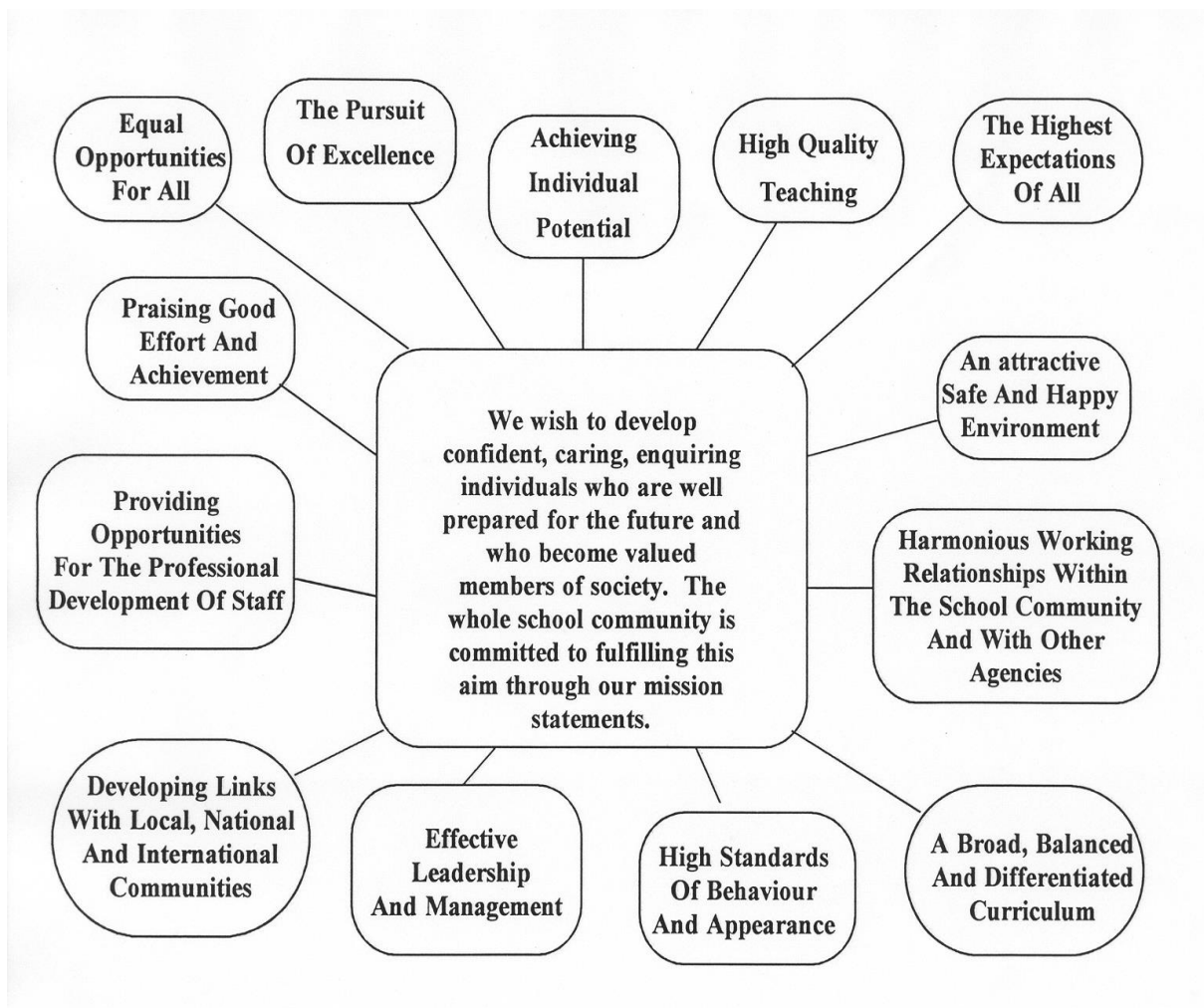
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A. Governors Statement of General Principles for a Behaviour Policy

1. All pupils should be encouraged to have respect for themselves, for their peers and for adults. Self-respect and a high self-esteem foster respect for others and positive efforts are needed to encourage them. The school's "aims and mission" statements are shown in Section B.
2. Self-discipline and pupil awareness of individual responsibilities must be encouraged. Violence, including verbal violence, cannot be tolerated. The school holds clear expectations in these matters, and the school community should disapprove of any misbehaviour.
3. The provision of good educational opportunities in a safe, secure and happy environment for pupils is a matter of paramount importance. A clear understanding of the characteristics that go towards the school's ethos (e.g. honesty, trust, fairness, respect, politeness, tolerance and compassion) can be delivered by ensuring:-
 - ◇ an appropriate curriculum
 - ◇ simple, clear school rules including the pupils "Code of Conduct" (See Section C)
 - ◇ consistent use of rewards and sanctions
 - ◇ staff role models
4. However the school does have a significant responsibility to the individual pupil, even to those who find great difficulty in conforming to normally accepted behavioural expectations, but the needs of the majority may well take precedence over those of an individual.
5. Persistent poor behaviour is often the result of some underlying problem. Efforts will be made to identify these problems and take appropriate courses of action.
6. Early discussion with the parents of the persistently offending pupil is essential. The partnership between school and home is vital in all matters, positive and negative. Effective use of the school planner is an appropriate way for this to be facilitated.
7. Those individuals who do not improve their behaviour in school may be referred to the special education support services e.g. Educational Welfare Officer, Educational Psychologist, Inclusion Services or to the social services department, as appropriate.
8. Problems with a pupil's behaviour should be addressed with a combination of the identification and the eradication of the cause of unacceptable conduct. Inappropriate behaviour will be met with appropriate sanctions, which should be given out quickly, firmly, fairly and in proportion to the offence/s committed. (See Section D Rewards and Sanctions).
9. Good behaviour must be rewarded. Rewards can be more effective than sanctions in promoting pupil achievement (See Section D Rewards and Sanctions).
10. The expectation that children should have a proper respect for authority places a heavy responsibility on those in authority both to exercise it fairly and to respect pupils and their views in return. Fairness and consistency of treatment in dealing with pupils is therefore essential.
11. In extreme circumstances it might be necessary for staff to use Restrictive Physical Intervention. Guidance on this comes from Shropshire County Council. (See policy on Restrictive Physical Intervention in Schools and Educational Establishments).
12. Members of the Governing Body will refer to this policy when considering cases of pupil exclusions and any appeals.

B. Our Aim and Mission Statements

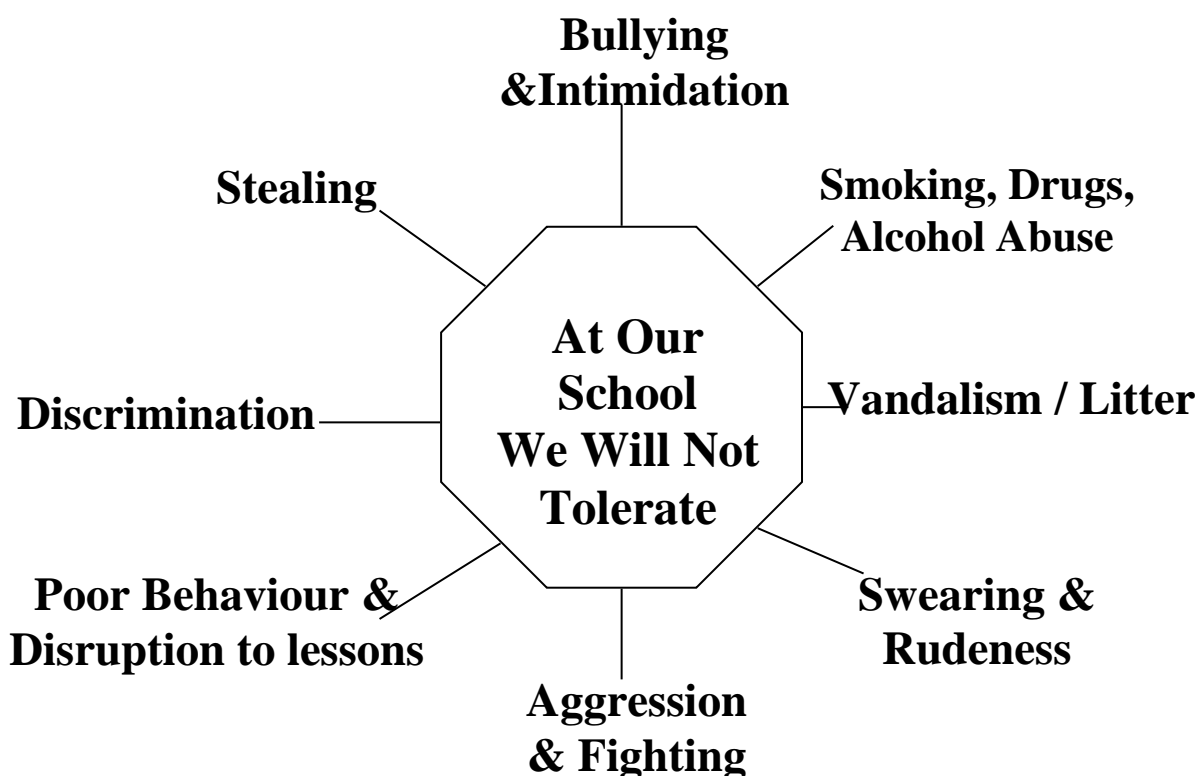
THE CORBET SCHOOL OUR AIM & MISSION STATEMENTS



C. Code of Conduct

The code of Conduct was produced by The Corbet School pupils in January 2011. It is displayed in every classroom and published in the pupil's school planner. See also, Actions and Consequences (in section D page10) which work in conjunction with the Code of Conduct.

The Corbet School CODE OF CONDUCT Our Expectations of Behaviour at Our School



D. Rewards, Sanctions and Support

Rewards can be more effective than sanctions in promoting pupil achievement, positive attitudes and high standards of behaviour. The most effective rewards are those given immediately and on the spot by teachers. Rewards include:-

- praise
- granting of privileges
- giving special responsibilities
- house points in all years
- certificates
- letters home
- acknowledgement in Reports to Parents
- acknowledgement in planners
- acknowledgement in behavioural reports

Good teachers can create an environment where motivation is positive, where children work hard and praise is common with sanctions appropriately used. As a school we recognise that it is important to acknowledge praiseworthy achievements and understand that rewards are more likely to be effective where:

- they are meaningful to the student and parents
- they are given without undue time delay
- they are perceived to be awarded fairly and consistently
- there are clear reasons why rewards are given

As a school we like to celebrate achievement regularly, most assemblies will therefore allow time to acknowledge pupils achievements with the distribution of certificates, pens, prizes and vouchers.

Achievement within the house system is recorded by staff via Sims and monitored by the Senior Leadership Team. House points are collated across the whole school to enable us to award the winning house with a trophy at the end of the school year (see appendix C).

Rewarding students for good behaviour, positive attitude and achievement is a very powerful tool for teachers to use. The use of rewards can serve to boost the student's self image, increase motivation and promote positive behaviour thus reducing the use of disciplinary sanctions and in some cases rendering them unnecessary.

At the Corbet School there are a number of rewards that are used to acknowledge student's achievements. It is important that all staff use the reward system consistently in order to praise genuine cases, thereby giving value to any prize that is awarded.

Praise

This can be verbal or written. Praise can be given in front of the peer group in lessons or in front of the whole year group during the weekly assembly. This can be particularly useful where there are no obvious formal rewards. The Corbet School marking policy states that all staff will comment on (praise) the areas in which the student did well within a piece of work or within a topic.

Display of Work

Display of good pieces of work is a good motivational strategy. This is powerful when labelled with the name of the pupil.

Publication of Achievement

Student successes are publicised in regular newsletters. The Corbet also has strong links with local newspapers and regularly provide stories of achievement. Successes are also presented on the school's website.

Positions of responsibility

Student's positive qualities are recognised by their appointment to posts of responsibility. Each year a cohort of prefects is appointed from Year 11 students, four of which are then subsequently elected as senior prefects – Head Boy and Girl – Deputy Head Boy and Girl/

Each House elects a male and female student as House Captains from year 11. Each tutor group in all years also appoint a male and female form captain.

Other students are appointed to posts of responsibility from within a number of curriculum areas – librarians, team captains, young leaders etc.

Departmental Certificates

Many departments recognise achievement within their subject specialism by presenting students with certificate or postcards. The P.E department annually award selected pupils with school colours.

Letters Home

Some departments praise good standards of work by sending letters to home. The Corbet send letters of congratulations after whole school monitoring of each year group.

Annual Reports

Are used to praise individual student's achievements in addition to informing parents of progress.

Annual Celebration evenings

In June/July the Corbet hold two celebration evenings, the first for years 7 and 8 and the second for years 9 and 10. During these evenings pupils are awarded for effort, achievement, behaviour and progress within all subject areas. Pupils receive official invites and receive certificates when they win an award.

The Corbet School House Points

During the school year, House Points are awarded to pupils in recognition of:

- Exceptional / sustained effort in lessons
- Exceptional / sustained effort with homework
- Excellent standard of classwork
- Excellent standard of homework
- Outstanding achievement / progress
- Prizes for competitions
- Being extremely helpful / positive contribution towards school events

- ❖ **Pupils can only be awarded one House Point at a time for a particular reason (e.g. One House Point for an excellent piece of homework)**
- ❖ **Teachers should inform the pupils when they are awarding a House Point and add it directly to the pupil's SIMS page**

The pupils are awarded the following rewards as they accrue House Points:

10 House Points	Certificate
20 House Points	Engraved pen
30 House Points	Engraved ruler / calculator
50 House Points	£5 gift voucher
75 House Points	£5 gift voucher
100 House Points	£10 gift voucher
150 House Points	£15 gift voucher
200 House Points	£20 gift voucher

At the end of the school year, a House Points Cup is presented to the House with the most points. Along with points achieved through Inter-House activities, the House Points contribute towards the House of the Year Shield.

- ❖ **Pupils should ask their form tutors to provide them with their running totals of House Points for the year**

Sanctions (see **Actions and Consequences on page 9**) Should be applied when necessary in a firm and fair way after careful thought and an appropriate investigation where applicable. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 91 of the education and Inspections Act 2006). However, punishment must be reasonable and proportionate to the incident.

The school will take into account the pupils age, any special educational needs and/or disability they may have, and any religious requirements affecting them. Reasonable adjustments will be made if deemed necessary after senior leadership consideration.

Sanctions could include:-

- reprimands
- loss of privileges
- completion of work
- reduction in breaks/lunch times
- carrying out appropriate tasks
- confiscation of pupil's property
- detentions after school
- isolation of a pupil in the internal exclusion room
- temporary/permanent exclusion

In order to manage poor behaviour effectively it is important that sanctions used:

- are fully explained to the pupil
- are as immediate as possible
- are seen as fair and are consistently applied by all
- provide an opportunity to put things right
- are related to behaviour expectations

A return to appropriate behaviour will lead to a fresh start without prejudice.

Pupils who have had serious behavioural incidents or many lower level incidents may not be allowed to go on school trips. This decision will be taken prior to the school trip being launched and will be decided by The Assistant Head for Pupil support in collaboration with the Learning Manager and the Senior Leadership Team. Parents will be made aware of this decision. If a child is not allowed to participate in one school trip, it does not mean that they will miss out on all trips, especially if their behaviour significantly improves.

All forms of sanction require the teacher to action this on SIMs and in the case of an after school detention, a letter is to be completed which is sent to parents; all information relating to sanctions and behaviour will be stored on the pupil's file. The Learning Manager and Assistant Head will monitor the database regularly to ascertain which pupil's require intervention, support and greater sanctions.

This table is displayed in classrooms and is published in the pupil's planners. See also section D.

Actions & Consequences

Some examples of Standard Punishments at The Corbet School

	Lunchtime Detention	After School Detention	Pastoral Detention	Senior Leadership Team Detention	Internal Exclusion	External Exclusion
Repeated Problems With Homework	✓	✓				
Continuing Problems With Homework		✓				
Lack Of Effort In Lessons	✓	✓				
Continuing Problems With Lack Of Effort In Lessons		✓				
Misuse of planner	✓	✓				
Disrupting Lessons *	✓	✓		✓	✓	✓
Persistent Lateness	✓	✓				
Eating / Chewing In Class	✓	✓				
Incorrect Uniform E.G. Wearing Trainers			✓		✓	
Bad language	✓	✓			✓	✓
Extreme Appearance e.g. hair colour **					✓	
Wearing Jewellery			✓		✓	
Wearing Make-up			✓		✓	
Poor Behaviour on the yard, in dining hall or around school*	✓	✓		✓		
Poor behaviour on bus or whilst coming to and from school*	✓	✓		✓	✓	✓
Possession Of Smoking Materials including e-cigarettes/alcohol/drugs/offensive weapons						✓
Blatant Rudeness To Any Member Of Staff					✓	✓
Fighting / Aggressive Behaviour *	✓	✓		✓	✓	✓
Bullying * including cyber bullying		✓		✓	✓	✓
Racism						✓
Deliberate Vandalism				✓	✓	✓
Theft						✓
Acts Likely To Endanger Others (e.g. Throwing Coins)		✓		✓	✓	✓
Failure To Report For Lunchtime Detention		✓				
Failure To Report For After School Detention		✓		✓	✓	
Use of Mobile Phone (see separate rules)	✓	✓		✓	✓	
<u>A repeat of any of these would mean more serious consequences</u>						

* Depending on seriousness. **Pupils may be sent home to correct appearance if appropriate.

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Detentions Pupils should always be encouraged to recognise the effects of unacceptable behaviour. The Education and Inspections Act 2006 Section 92, gives schools legal backing to detain pupils after a school session, on disciplinary grounds, **without the consent of the parent**. However, common sense must prevail and parents must be made aware that this sanction can, and will, be used, when appropriate. The school must, by law, give at least 24 hours written notice to the parent before the detention takes place. This notification says why and when the detention has been given, where and for how long the child will have to remain at school, so that parents have enough time to bring any relevant points to the school's attention, and to make any representation. Such representations should be considered carefully by staff. To help parents to make arrangements for pupils to get home after such detentions, the Corbet School actually gives a minimum of 48 hours written notice before the detention takes place.

The Corbet School uses various levels of detentions, which are outlined below;

- Break or lunch time detentions – used for minor problems (15-20 minutes)
- Pastoral Lunch exclusion – issued by the Learning Managers for continued pastoral problems e.g. jewellery, make-up or unauthorised uniform.
- Lunch exclusion – issued for behavioural problems that require pupils to not be on the school yard during lunchtime.
- After school detentions – used for greater incidents (40 minutes)
- Senior Leadership Team detentions – set by SLT or LM for failure to attend after school detentions and for more serious problems (1hour)
- Pastoral after School detentions – set by Assistant Head (Pupil Support) for accumulation of pastoral incidents e.g. jewellery, make-up or unauthorised uniform.
- The next level of sanction is the internal and external exclusion – please see the exclusion policy for details on these.

Use of Reports

Reports are primarily used as an intervention when the pupil has gained several behavioural points across the curriculum e.g. continually does not complete homework or lacks effort in a range of subject areas. The report will encourage the pupil to act in a more favourable manner. If a pupil is placed on any of the reports shown below, parents will be contacted and their support sought.

- Subject reports are used within departments and are issued by the teacher and/or the Head of Department. Subject reports may be issued for lack of effort, behaviour problems or homework issues. The length they run is at the discretion of the department.
- The form tutor is the key figure and the student's first "port of call". The Learning Manager may ask the tutor to monitor one of their tutees when placed on a 5 day tutor report card. Each lesson and registration period will be commented on. The card is used as an intervention for pupils who are receiving greater numbers of concerns across many subject areas. At the end of the period the LM decides upon what further action to take. The pupils will also be expected to comment on their progress.
- The Learning Manager has an overview of all the students in the school and deals with students who have numerous incidents on the event log and have previously been on a tutor report. The LM report runs for 10 days. Pupils are required to see the LM daily and sanctions become greater and more frequent if poor behaviour is not rectified. At the end of the period the LM will decide upon further action, either to pass to the Assistant Head, to take the pupil off the report or to seek further help from outside agencies by completing an Early Help Assessment framework (EHAF) and holding Family Partnership Meetings (FPM). Again the pupil will have to comment on their own progress.

- The Assistant Head Conduct Report is the final level of the report system. The Assistant Head will see the pupil daily and possibly at various stages throughout each school day. In conjunction with this report, the AH will possibly be seeking help from other agencies including the Inclusion Services. Sanctions will be greater than that of a pupil on the LM report. Built in to the report is target setting activity and a point scoring system to provide evidence for rewards. Parents will be encouraged to attend a meeting with the Assistant Head to discuss the report.

Support

In some cases it may be necessary to involve outside agencies to help support a pupil with their behaviour. The Learning Managers, SENCo and Assistant Head will liaise and decide on the best course of action. All members of the pastoral team are trained to carry out Early Help Assessment Frameworks(EHAFs) and Family Partnership Meetings (FPMs). Once an EHAF has been completed with the aid of the parent/carer, the School will endeavour to access relevant agencies depending on the pupil's need (possibly with the help of an Early Help Advisor and Early Help Advice Panel) e.g. Enhance , The Inclusion Team, Educational Welfare Officer, The Woodland Outreach service, Children and Adolescent Mental Health Services (CAMHs), Substance Mis-use and many more.

The School may also choose to adapt a pupil's curriculum e.g. temporary part-time timetable or organise extended work experience placements. When making these decisions all professionals must take in to account the age, special educational needs, ability/disability and vulnerability of the young person.

E. Parental Responsibility and Involvement

We are pleased that the Government takes the view that parents should be responsible for the following and therefore the school seeks a close parental partnership in:-

- ensuring regular/punctual school attendance of children in appropriate dress and with suitable equipment
- co-operating with the school on matters of discipline (parents will always be involved in discussion regarding matters of serious misbehaviour this may also include their child's use of the internet if cyber bullying is of concern) and reinforcing the school's effort at home.
- ensuring that homework is properly completed and encouraging school progress
- ensuring that every absence is explained, either by a phone call, e-mail, letter or fax. The note should include the date of absence and the reason and should be placed in the school office letter box by pupils.
- signing and adhering to the home school agreement.

Basic school rules are published annually to new parents in the Handbook for Pupils and Parents, at interim times through School Newsletters, they are in the pupil's school planner and are accessible via the schools website. Basic rules and sanctions are displayed in all classrooms along with the Code of Conduct. See Actions and Consequences in section D and section C.

F. Policy Coverage

The behaviour policy is not solely for use on school premises in school hours; it also covers pupils off-site in various situations. Section 89(5) Education and Inspections Act 2006 allows Head Teachers to regulate the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control of a member of staff of the school, e.g. school trips, sports fixtures, work experience placements and school buses. This will be a matter of judgement for the Head Teacher but if there is clear evidence of mis-behaviour or ill-discipline with individuals or amongst the pupil body as a whole then it can be considered to be a breach of school's Behaviour and Discipline Policy.

Since the launch of many social network sites, cyber bullying is on the increase. At the Corbet School we will not tolerate this form of bullying and so we will look to support the victim by applying sanctions in school. As part of our PSHE curriculum we include sessions with the local police to guide and advise the pupils of the do's and don'ts when using such websites. When dealing with this type of bullying we will always contact parents to discuss ways forward.

G. Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

School can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil 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, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Reasonable adjustments will be made for SEN children and disabled children.

The Corbet School does not require parental consent to use force on a student. Force would only be used as a very last resort.

H. Allegations

The school takes allegations against staff very seriously. It is, however, important that staff are protected from malicious allegations. If a pupil knowingly makes a malicious and false allegation against a member of staff then the full range of discipline options will be available. Disciplinary action will be dependent on the serious and nature of such an allegation, Including possible permanent exclusion for serious false and malicious allegations.

A serious false allegation would be one that could lead to the dismissal and/or criminal proceedings if it were to be true.

The Behaviour and Discipline Policy works in conjunction with the following policies and will be reviewed annually. Please note that each pupil is treated as an individual. Before any sanction is given to a pupil their need will be assessed and reasonable adjustments will be made if felt appropriate.

Attendance
Bullying
Child Protection
Curriculum Policies PSHE, RE, SMSC, Sex Ed
Drugs
Equal Opportunities
SEN
Exclusions
Health and Safety
Homework
School Security

The newsletter is used to inform parents that the Behaviour for Learning Policy is available for them to read should they contact the school or access it via the School Website.

Behaviour and Discipline Policy History

Written June 1998	Revised Dec 1999
Revised March 2004	Revised Dec 2007
Revised Sept 2011 Mrs A Millward	Revised Feb 2013 Mrs A Millward
Revised Apr 2014 Mrs A Millward	Revised Oct 2014 Mr G Simms
Revised Sept 2015	Revised Jan 2016 Mrs A Millward