



THE CORBET SCHOOL

Behaviour and Discipline Policy

Associated Policies

Attendance
Anti-Bullying
Child Protection and Safeguarding
Curriculum Policies PSHE, RE, SMSC, RSE
Drugs
Equal Opportunities
SEN
Health and Safety
Homework
School Security
Marking and Assessment
Keeping Children Safe in Education

Review Period:- Annual

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Policy Manager:- Asst Head Pastoral

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Approval Authority:- Pupil Welfare

THE CORBET SCHOOL
BEHAVIOUR AND DISCIPLINE POLICY

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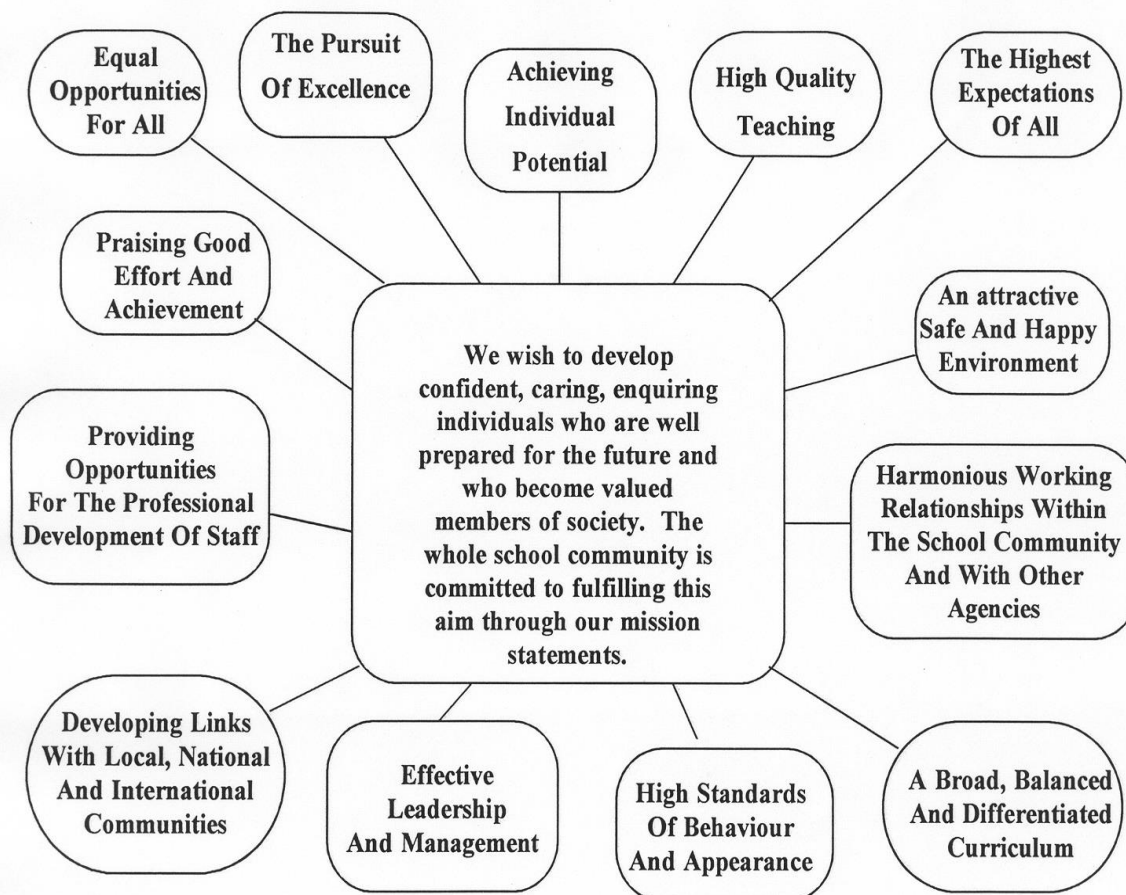
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A. Governors Statement of General Principles for a Behaviour Policy

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



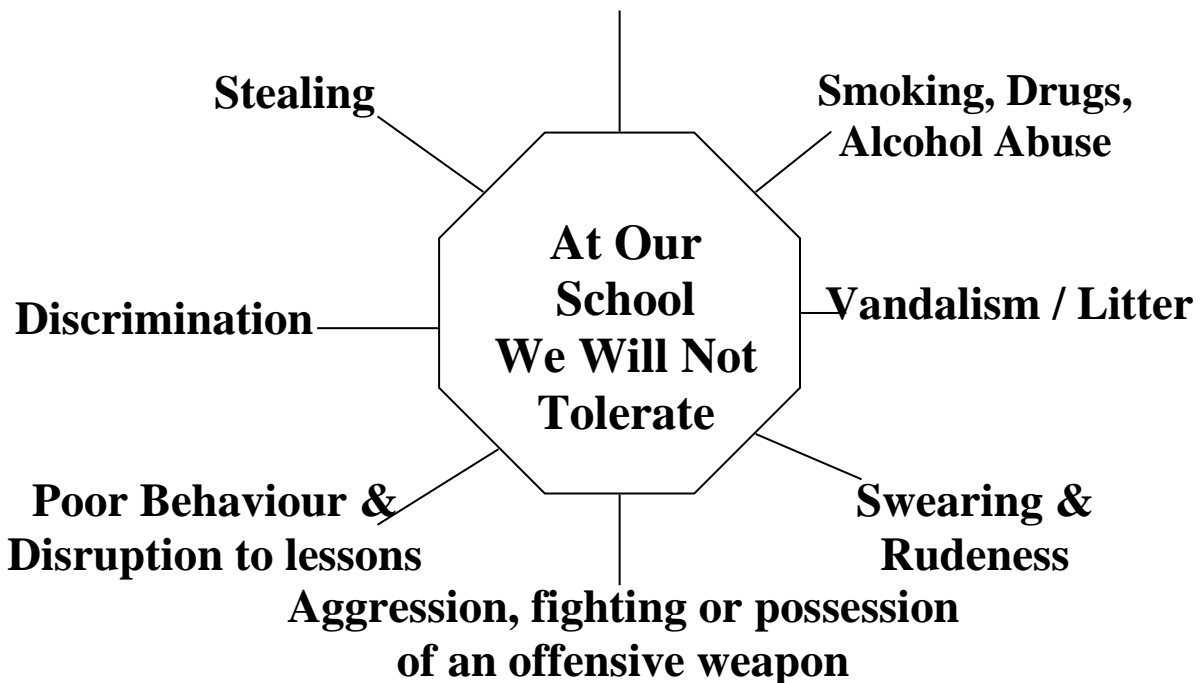
C. Code of Conduct

The Code of Conduct was produced by The Corbet School pupils. It is published in the Student Planner and is used annually as part of year group assemblies in the first half term. See also, Actions and Consequences (in section D page10) which works in conjunction with the Code of Conduct.

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



Bullying, Intimidation & Sexual Harassment



Conduct is treated in the same manner whether it is displayed in a face to face interaction, or by use of social media.

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
- Badges
- letters or postcards 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 satchel one 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.

Rewarding students for 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 ambassadors is appointed from Year 11 students, four of which are then subsequently elected as senior ambassadors – Head Boy and Girl – Deputy Head Boy and Girl/

Each House elects a male and female student as House Ambassadors from year 11 and each department selects year 11 pupils as subject ambassadors 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. Staff will also be able to distribute virtual badges via satchel one.

Annual Reports

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

Annual Celebration evenings

In June 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. Pupil's 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 via satchel one app. Parents will be able to see the addition of a house point when they use the app.**

Years 7,8 and 9 pupils are awarded the following rewards as they accrue House Points:

10 House Points	Certificate
20 House Points	Engraved pen
30 House Points	Prize
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

Year 10 and 11 pupils will be awarded a pen for 5 house points and a prize for 10 house points. For every house point awarded to a pupil, they will be entered into a termly raffle to be in with a chance to win one of three £20 vouchers.

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 will be able to keep to see how many house points they have by looking at their satchel one account.**

Sanctions (see Actions and Consequences on page 10)

Sanctions 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 Behaviour Officer, Learning Manager and Assistant Head will monitor the database regularly to ascertain which pupil's require intervention, support and greater sanctions.

Actions & Consequences

Some examples of Standard Punishments at The Corbet School

	Pastoral Detention	Break/Lunch Detention	Lunchtime Exclusion	After School Detention	SLT Detention	Internal Exclusion	External Exclusion
Blatant Rudeness To Any Member Of Staff/Defiance			✓			✓	✓
Possession Of Smoking Materials(Including E-Cigarettes/Vapes/Lighters), Drugs, Alcohol							✓
Fighting/Aggressive Behaviour	✓	✓	✓	✓	✓	✓	✓
Possession Of An Offensive Weapon							✓
Bullying, Including Cyber Bullying	✓	✓	✓	✓	✓	✓	✓
Inappropriate Use Of Social Media/Photographs			✓	✓	✓	✓	✓
Racism/Discrimination e.g. Homophobic Comments					✓	✓	✓
Deliberate Vandalism			✓		✓	✓	✓
Theft						✓	✓
Truancy	✓	✓	✓	✓	✓	✓	✓
Acts Likely To Endanger Others e.g. Throwing Coins	✓	✓	✓	✓	✓	✓	✓
Bad Language		✓	✓	✓	✓	✓	✓
Poor Behaviour On The Yard, In Dining Hall or Around School	✓	✓	✓	✓	✓	✓	✓
Poor Behaviour On Bus Or Whilst Coming To and From School	✓	✓	✓	✓	✓	✓	✓
Repeated/Continuing Problems With Homework		✓		✓	✓	✓	
Lack Of Effort/Continuing Lack Of Effort In Lessons		✓		✓	✓	✓	
Misuse Of Planner		✓	✓	✓	✓		
Disrupting Lessons		✓		✓	✓	✓	✓
Persistent Lateness		✓	✓	✓	✓	✓	
Eating/Chewing In Class		✓		✓	✓	✓	
Chewing Gum		✓	✓	✓	✓	✓	
Incorrect Uniform e.g. Wearing Trainers	✓		✓	✓	✓	✓	
Wearing Jewellery Or Make-Up	✓		✓	✓	✓	✓	
Extreme Appearance e.g. Hair Cut/Colour/Piercings			✓			✓	
Failure To Report For Lunchtime Detention				✓			
Failure To Report For After School Detention				✓	✓	✓	
Use Of Mobile Phone / Smart Watches (See Separate Rules)	✓	✓	✓	✓	✓	✓	

A repeat of any of these would mean more serious consequences

Pupils may be sent home to correct appearance if appropriate

These sanctions may also apply to incidents that happen beyond the school gates see section F on the behaviour and discipline policy

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 detention – issued by the Student Support Team, Learning Manager or Assistant Head for continued pastoral problems e.g. jewellery, make-up, unauthorised uniform, continued problems on the yard or by lunch duty staff to remove pupils from the field or yard if their behaviour warrants it
- Lunch exclusion – issued for behavioural problems that require pupils to not be on the school yard during lunchtime.
- Pastoral after School detentions – set by Student Support Team, Learning Manager or Assistant Head (Pupil Support) for accumulation of pastoral incidents e.g. jewellery, make-up or unauthorised uniform.
- After school detentions – used for greater incidents also used by teaching staff for incidents within the classroom setting (40 minutes)
- Senior Leadership Team detentions – set by SLT or LM for failure to attend after school detentions and for more serious problems (1hour)
- The next level of sanction is the internal and external exclusion – please see section below.

Exclusions

There are three types of exclusions;

- 1 Internal exclusion
2. Fixed term Exclusion

3. Permanent Exclusion

Internal Exclusion – the pupil is placed in an isolation room to complete their work. Whilst in Internal Exclusion, the pupil will receive work from subject teachers and will be supervised by staff. Pupils will have access to lunch and break facilities and toilets but will not be allowed to socialise at lunch or breaktimes with peers. A sanction of an internal exclusion can be given for ½ a day, a full day or several days depending on the action. Examples of behaviour that can warrant an internal exclusion are; use of racist language, use of homophobic language, inappropriate use of social media, bullying, rudeness to staff. Please see the actions and consequences table for further examples. Parents/carers will be informed of the sanction via a letter and/or a phone call.

Fixed Term Exclusion - the pupil is temporarily removed from school. The pupil can only be removed for up to 45 school days in one school year, even if they have changed school. Work will be provided by the school to be completed at home during the exclusion. Prior to returning to school, the Headteacher or member of the Senior Leadership Team, parents/carers and the pupil will meet; this is called a re-integration meeting and will be used to formulise and outline plans to prevent further exclusions. Examples of behaviours that can warrant a fixed term exclusion are; bullying, blatant rudeness to staff, assault, possession of smoking materials, drugs or alcohol. Please see the actions and consequences table for further examples. Parents/carers will be informed of the sanction via a phone call and a letter.

If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, e.g. at a pupil referral unit.

Permanent exclusion - the pupil is expelled. The local council must arrange full-time education from the sixth school day.

A decision to exclude a pupil permanently can only be made by the Headteacher and should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

When permanently excluding a pupil from The Corbet School, the school will ensure that the statutory guidance from the Department for Education - Exclusion from maintained schools, academies and pupil referral units in England will be followed

<https://www.gov.uk/government/publications/school-exclusion>

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. Reports are also used to monitor repeated issues around jewellery, make-up/appearance or uniform concerns or continued issues around lateness. 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. At the end of any report period both pupil and parent/guardians will be asked to comment on their progress.

- 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.
- Pastoral Report: These are issued by a member of the Student Support Team. A pupil will be placed on Pastoral Report for a period of 2 weeks. Each lesson and registration period will be commented on. Pupils will be asked to report to the Student Support Team before school, then at break and lunchtimes for their report to be reviewed and signed.
- Behaviour Officer Report: The Behaviour Officer Report runs for 10 days. Pupils are placed on this report as an escalation of the Pastoral Report for repeated issues or where a greater sanction is required. Pupils are required to see the Behaviour Officer daily at registration, break and lunchtimes. At the end of the period the Behaviour Officer will decide upon further action, either to pass to the Learning Manager for a year 11 pupil or the Assistant Head for a year 7, 8, 9, 11 pupil, to take the pupil off the report or to seek further help from outside agencies by completing a Family Webstar. Again, pupil and parent/guardian will be required to comment on progress.
- Assistant Head Report or Learning Manager Report (year 11 pupils): This is the final level of the report system. The Assistant Head or Learning Manager will see the pupil daily and possibly at various stages throughout each school day. In conjunction with this report, the AH or LM will possibly be seeking help from other agencies including the Inclusion Services. Sanctions will be greater than that of a pupil on the Behaviour Officer report. Built into the report is target setting activities and a point scoring system to provide evidence for rewards. Parents will be encouraged to attend a meeting with the Assistant Head or Learning Manager 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 Behaviour Officer, Learning Manager, SENCo and Assistant Head will liaise and decide on the best course of action. All members of the Student Support team are trained to carry out Family Webstar and Family Partnership Meetings (FPMs). Once a Family Webstar 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) e.g. Early Help Workers, The Inclusion Team, Educational Welfare Officer, The Woodland Outreach service, BeeU, Young Addaction and many more.

The School may also choose to adapt a pupil's curriculum e.g. temporary part-time timetable (known as a personalised learning plan – PLP) 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 school's 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, school buses, walking to and from school and when wearing school uniform in a public place. 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 of whether 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 seriousness 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 many other policies – please see the front page 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.

This policy can be accessed from the school's 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
Revised September 2017 Mrs A Millward	Revised September 2018 Mrs A Millward
Revised September 2019 Mrs A Millward	Revised September 2020 Mrs A Millward
Revised January 2021 Mrs A Millward	

