

Bennett Memorial Diocesan School

Behaviour and Discipline Policy

Introduction

Every student has the right to learn, develop and live in the Bennett community without disruption. Every member of the community, students, teachers and all other staff are entitled to be treated with respect by others. This behaviour policy extends to behaviour in class, around school and beyond. Staff have responsibility to implement this policy at all times and to challenge any poor behaviour observed in order to not undermine the policy.

It is clear that student behaviour and attendance is inseparable from the quality of teaching, which itself is inseparable from learning. In the vast majority of cases, good positive behaviour will result from an appropriate approach to student learning. Very often behaviour issues can be addressed by a keener awareness of the individual student's learning needs, and a response to them, or indeed by addressing issues to do with classroom organisation and expectations. Tenacity in refusing to ignore low level disruption leads to a school where standards of behaviour improve. However, every member of staff will occasionally encounter an individual student whose behaviour is not conducive to positive working relationships, or disrupts his or her own learning or that of others. When this occurs, members of staff should follow the student referral procedure to gain support in managing the individual student. The advice in this policy is designed to support the various stages of that procedure, offering teachers, curriculum leaders and year managers further advice on managing the small number of more difficult behavioural issues.

It is important that students, parents and staff work towards good behaviour and discipline at Bennett within a clear, common, shared framework of expectations. This framework is provided in the Student Planner and Staff Handbook. It is also set out in the document Behaviour Expectations, which highlights the current areas of focus for behaviour in school. Parents and students are reminded of the framework of expectations at induction and in regular meetings after that time. Staff have the expectations set out in the Code of Conduct in the staff handbook and are reminded of them at briefings and meetings throughout the school year.

A consistent approach to behaviour management

The most important thing of all, when establishing good behaviour, is consistency. Where there is inconsistency in schools, children are more likely to push the boundaries. If a student thinks there is a chance that the school will forget about the detention he has been given, then he is unlikely to bother to turn up. If he gets away with it, the threat of detention will be no deterrent in the future. Often it is doing the simple things that can make a difference with behaviour. For example, the teacher who takes the time to meet and greet pupils at the door will find they come in happier and ready to learn.

Strong school leadership

Bennett Memorial school leaders are uncompromising in their expectations and do not settle for low standards of behaviour. They do not shy away from challenging teachers, parents or pupils, where this is necessary. We are aware that students feel safe and thrive when there are strict, clear rules that are applied consistently.

The school leaders at Bennett Memorial will ensure that they:

- are visible in classrooms, school corridors and grounds
- know if – and where – low-level disruption occurs and ensure that all staff members deal with it
- have high expectations of behaviour and are consistent in dealing with disruptive pupils

- explain and enforce their expectations successfully to staff, pupils and parents

Student behaviour expectations

The following expectations will be shared regularly with all students and be on display in teaching rooms.

- You must arrive for your lessons on time for the start of the lesson
- You should line up in silence outside the classroom until your teacher invites you to enter
- Your uniform should be worn correctly at all times; teachers will instruct you when blazers may be removed
- You should sit where you are told to sit in the classroom
- You must be silent and pay full attention during lessons and carefully follow all of your teachers' instructions; you must not turn around or answer back
- The signal for silence is a raised hand by an adult
- You may not use mobile phones or headphones during the school day
- When you leave your lesson as directed by your teacher it is really good to express your thanks for the lesson
- When a visitor comes into your classroom, you should stand up until asked to sit by your teacher
- You must bring all of the equipment needed for your lesson
- You should take pride in your work

Rewards

A range of rewards can be applied to students meeting the expectations above. Some of these are listed below but the list is not exhaustive.

- Individual word of praise, during or at the end of the lesson
- Comments in exercise book/folder
- Word of praise/commendation in front of the class
- Note in homework diary
- Achievement point awarded
- Work on display
- Referral to subject leader in the first instance.
- Postcard/letter home
- Referral to Year Manager
- Word of praise/commendation to tutor group
- Meet with student to praise him/her
- Letter/phone call to parents
- Mention in Year Assembly
- Referral to Deputy Headteacher for some form of recognition
- Referral to Headteacher for some form of recognition

Rewards for good behaviour and approach to learning at Bennett

Students will have many opportunities to be rewarded for their academic progress (e.g. excellent homework, oral contribution, good test score, improvement, etc.), personal development (e.g. leadership skills, group work, independent work, overcoming challenges etc.) and their contributions to the community ethos of the school (e.g. punctuality, uniform, clubs, charity work, worship etc.)

There are two types of points that can be awarded: Achievement Points and Guild Points.

Bronze, Silver and Gold Certificates will be issued once students have reached a certain threshold of achievement points. Certificates will be presented by Year Managers, Leadership Team, or Headteacher depending on the level gained.

Guild points will accumulate throughout students' careers at Bennett. From year 10, students may start to be awarded half colours and full colours in recognition of their achievements and the service they have done for their Guild if they meet certain thresholds.

All points will be recorded by teachers on BSpace; students and parents will be able to see how many points have been earned in each category and how close they are to gaining the next level. See student planner for further details. A similar scheme will be run for Year 11 students, which culminates in them 'graduating' prior to sitting their GCSE examinations.

Strategies for improving behaviour

There may be times, however, when behaviour falls below the expectations set out above. In order to address this, the following strategies may be applied.

- Establish rules and expectations from the start
- Revisit expectations regularly
- Be firm, consistent and fair
- Stay calm and listen
- Develop engaging lessons
- Acknowledge/ reward good work and behaviour
- Individual look/word of caution/reminder-using the student's name
- Standing near student to oversee
- Moving the student to another part of the classroom
- Serious discussion at/towards end of lesson with discussion of target(s) for the future
- Note in homework diary (blue, red, orange or yellow point to be issued via BSpace)
- Use of ARC
- Use of school sanctions
- Liaison with parents and other agencies

BSpace is the key method for sharing information. Staff should issue ipoints through BSpace highlighting minor shortcomings. Blue points will be issued for behaviour, red points will be issued for incomplete homework and orange points for incomplete equipment. Yellow points will be issued for incorrect uniform. The homework diary will continue to be used to record and identify some persistent misbehaviour. Study skills sessions will be held for students who accumulate a number of points. See student planner for further details.

Student support systems

In a small number of cases, students may not respond to the implementation of the recommended classroom strategies. It is important to recognise that there may be underlying reasons for this non-compliance. The possibility of any special educational need or emotional/welfare need will need to be explored. Due regard must be paid to the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Organisation and facilities

Support is available through:

- The year manager
- Welfare team – student support officers, chaplain, school nurse, early intervention, mentoring, counsellor
- ARC – achievement and reintegration centre
- SENCo and learning support department

Managing pupil transition

Further support is offered during transition from primary school in the form of:

- Visits to primary school
- Transition evening
- Transition day
- Liaison with primary school
- Summer school for targeted students
- Further familiarisation for targeted students

Formal referral should be used for serious or acute incidents (e.g. very disruptive behaviour) or for persistent misbehaviour or failure to meet expectations.

When a referral is made a behaviour referral log is completed by the year manager using SIMS Behaviour Management. The referral should identify what incident the student is being referred for and what prior action has been taken by the member of staff making the referral to manage the student's behaviour.

Further guidance on what might constitute serious and acute or persistent failure to meet expectations is given here: These are intended to be examples only, and the list is not intended to be exhaustive. There are many other possible breaches of good behaviour which fall between the most and least serious of the examples given which would be handled in the same way. Moreover, any offence which is a breach of the law is automatically considered as serious.

<u>Serious/acute</u>	<u>Persistent</u>
Abusive language to teacher- including swearing, homophobic or racist language	Consistently poor relationships with students
Abusive language to student- including swearing, homophobic or racist language	Consistently poor relationships with teacher
Physical aggression to student	Frequently off task during a number of lessons
Physical aggression to teacher	Inappropriately talking in class during a number of lessons
Sexual harassment of a teacher or student	Persistently late for lessons
Deliberate and defiant refusal to follow teacher's instructions	Consistently ill-equipped for lessons
Deliberate damage to school or other student's property	Long-term under achievement in work
Truancy from lesson (Actual or suspected)	Repeated failure to wear correct uniform
Refusal to attend detention	Repeated failure to hand in or to complete homework

Sanctions for...

A range of sanctions can be applied. Some of these are listed below but the list is not exhaustive and they are not necessarily intended to be followed in a particular order.

- Lunch time detention (to be noted in homework diary)
- Referral to subject leader (in the first instance)
- After school detention
- Moving student (temporarily) into another classroom - to be noted in homework diary
- Serious discussion including setting of target(s) for the future (to be noted in homework diary)
- Referral to Year Manager
- On report to year manager (for 1,2 or 3 weeks)
- Letter/phone call to parents
- Parental meeting
- Advice from/involvement of Learning Support Manager

- Internal isolation
- Referral to Deputy Headteacher
- (Temporary) withdrawal from lessons
- Contract (in consultation with Year Manager)
- Referral to Headteacher
- Saturday detention
- Reduced timetable
- Warning of exclusion
- Fixed term exclusion
- Referral to West Kent Learning Federation for behaviour modification intervention
- Referral to West Kent Learning Federation for managed move to avoid permanent exclusion
- Permanent exclusion

Off-site educational provision to improve behaviour

In accordance with the provisions of Education and Skills Act 2008 the headteacher may direct a student to receive educational provision off-site in order to improve their behaviour, where the school's own strategies for this improvement have not resolved an acute and/or persistent pattern of poor behaviour. In such circumstance the school will:

- provide written notice of this off-site direction at least 2 days prior to the date when this educational provision is due to start
- hold a review meeting within 30 days of the student being directed off-site and at least every term thereafter
- invite a representative of the local authority to the review meeting where the student concerned has an EHC plan.

School Safety

Where a rigorous risk assessment, triggered by events either in or outside school, indicates that a student's conduct poses a substantial and real risk to the safety of students or adults in school, even if no grave offence has taken place in school, the headteacher may direct a student to remain out of school until the risk can be addressed or alternative educational provision can be put in place. Such a direction to remain out of school will be made in consultation with the local authority and will be kept to the shortest duration possible.

Excluding students

The school understands that exclusion is a sanction that should be reserved for serious breaches of the school's discipline policy, **either** in cases where allowing the student to remain in school would be seriously detrimental to the education or welfare of other students, or of the student themselves, or to the welfare of the staff **or** where a range of alternative strategies specified in this policy above have been tried and proven to have failed.

There are two categories of exclusion used by the school: fixed period or permanent.

In very serious circumstances the headteacher may judge it appropriate to permanently exclude for a first or one-off offence. These might include:

- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- possessing or supplying an illegal drug;
- carrying an offensive weapon.

Permanent exclusion may also be imposed for repeated occurrence of lower level but nonetheless serious offences where all other sanctions, including fixed term exclusion, have failed to produce results. Such offences include verbal abuse, persistent disruptive behaviour, and possession of illegal substances.

Procedures for exclusion

- officially inform the student'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;
- advise the parent how and to whom his or her representations may be made;
- advise the parent of the days on which he or she will be responsible for ensuring the student is not found in a public place;
- if applicable, advise the parent of the latest date by which the governing body must meet to consider the circumstance of the exclusion of more than five days in one term either where the parent has requested a meeting or where the exclusion would result in the student missing a public examination;
- in the case of a fixed-term exclusion, advise the parent of the date and time when the student should return to school;
- advise the parent of any alternative educational provision (which must be provided from the sixth day of any fixed-term exclusion).
- If appropriate, advise the parent of the date, time and details of the reintegration interview.

Notification of exclusions

The headteacher will within the school day of any exclusion notify the governing body and the local authority of the details of the exclusion, including the reason for it in the case of:

- permanent exclusions and fixed-period exclusions which are converted to permanent exclusions;
- fixed-period exclusions totalling more than five school days in any one term;
- any exclusion that would result in the loss of an opportunity to take a public examination.

Disciplinary action that will be taken against students who are found to have made malicious accusations against school staff

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references

Students who are found to have made malicious allegations will have breached the behaviour code and consideration will be given to the most appropriate sanction to be imposed. This could include fixed term or permanent exclusion as well as referral to the police if there are grounds for believing that a criminal offence may have been committed.

Staff development and support

All staff have access to the behaviour and discipline policy and referral procedures are shared each year in the staff handbook. Further training is received as part of staff induction and behaviour management is regularly discussed in subject and year team meetings. Staff with particular responsibility for behaviour and welfare receive regular training at part of the programme of meetings of the student support group.

Monitoring and Review

The **year manager** has a specific responsibility with regard to keeping formal behaviour referrals under review and keeping evidence of the strategies used in relation to individual students and their outcomes following formal referral. This evidence should form a critical part of making decisions about the escalation of sanctions and any further referral.

The **deputy headteacher with responsibility for student welfare** has oversight of the work of year managers in monitoring student behaviour and of the student support team in making any referrals to children's mental health services and the other behavioural support services.

The **headteacher** is responsible for monitoring the implementation of the policy by teachers and for keeping the policy itself under review

Relevant documents

DfE Behaviour and discipline in schools Advice for headteachers and school staff January 2016

Bennett Memorial Behaviour Expectations October 2020

Bennett Memorial staff code of conduct

Bennett Memorial Improving behaviour procedures

Creating a culture: how school leaders can optimise behaviour Tom Bennett March 2017

HMCI commentary: managing behaviour research Amanda Spielman September 2019

www.protectingchildren.org.uk/crosscutting-legal-issues/allegations-against-staff/