

BANK VIEW HIGH SCHOOL



Bank View High School

Behaviour and Discipline Policy

Chair of Governors

Date/...../ 20.....

Review Date/...../ 20.....

BANK VIEW HIGH SCHOOL

Behaviour and Discipline Policy

This policy should be read in conjunction with the school's policies on: inclusion, anti-bullying, merit rewards system, exclusion, equal opportunities, diversity, and complaints. As the school expands its provision for pupils on the autistic spectrum it is important that the needs of this vulnerable group of young people are taken into account and reflected in all policy, procedures and decision making.

1 Aims and expectations

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a code of conduct and a number of rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others. Home-School Agreements are signed by pupils and parents when new pupils are admitted to the school (see appendix).
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour.

2 Code of Conduct (see appendix)

- The Code of Conduct has been negotiated and agreed with the Student School Council and is reviewed annually
- The Code of Conduct is based upon a positive behaviour model where praise and encouragement is preferable to sanctions
- The Code of Conduct is user friendly and displayed prominently in classrooms and areas around school
- Staff are expected to apply the Code of Conduct consistently

3 The role of the class teacher

- 3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a member of the SMT.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service (Team Around the Child/School).
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

- 4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified (see section 7).

5 The role of parents

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions, parents are expected to work with the school and support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or pastoral head. If the concern remains, they should contact members of the SMT. Further concerns will involve the school governors/LA (see complaints policy).

6 The role of governors

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 6.2 The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

2 Rewards and punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- teachers and other staff congratulate children;
 - teachers and other staff give children merits;
 - certificate/rewards in whole school assembly;
 - we distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort, acts of kindness in school or being helpful.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement File (SPECTRUM) contains information regarding pupil achievement and progress in and out of school, for example, music or swimming certificates.
- 2.3 The school employs a number of strategies to enforce the school rules/code of conduct, support children and to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own or deploy staff support appropriately.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task and offer support.
 - All children have IEPs (education plan) and some identified pupils have an IBP (behaviour plan).
 - If a child is disruptive in class, the teacher reprimands him or her in a calm and professional manner. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. Support staff are utilised where possible in order that the class can be taught without further disruption.

- The merit card system is based upon a positive individual merit recording system, but does have the option of recording negative merits for poor behaviour if appropriate i.e. crosses on cards (see attached Merit Award Scheme).
- Each class group has a class book which is taken to each lesson and comments are made by teachers, both positive and negative.
- Detentions may be given for work to be caught up or time for reflection. These are phased in order of seriousness i.e. break, dinner, after school.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- Conduct cards are used when appropriate for individual children who require additional support and monitoring. This is shared with parents/carers and is time limited.
- Home-School books are put in place for individuals after discussion with parents/carers and concerns and progress shared.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is dealt with according to the school's Actions and Consequences procedures (see appendix). If a child repeatedly acts in a way that disrupts or upsets others, the school may contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of their child.
- Behaviour contracts are used occasionally and in liaison with pupil, parent/carer, school and other agencies.
- Team Around the Child and Team Around the School meetings may be called to support the child and family.
- Anger management/stress relief programmes may apply to some pupils.

2.4 The class teacher discusses the school rules and Code of Conduct with each class. In addition to the school rules. The Code of Conduct is displayed in each class and key areas around school. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during form time.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see separate anti-bullying policy).

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. All staff have been trained in de-escalation and restraint by approved trainers (see separate Care and Control Policy).

3 General strategies to manage inappropriate behaviour

Any behaviour interventions should have a positive impact upon all pupils, including those with additional needs. The needs of pupils on the **autistic spectrum** should be taken into account. Individual Behaviour Plans (IBPs) should be in place, which are planned, agreed, monitored and reviewed e.g. approaches to take account of physical, emotional and environmental factors, diet and exercise.

In the first instance a polite request will be made for the immediate cessation of the problem behaviour.

Compliance on the part of the student will be expected.

Students may be asked to stand outside of a class room for a maximum of five minutes to allow them to settle down before returning.

Referral to form tutor to help resolve the "problem", be it with a member of staff or peer.

Non compliance will mean referral to Head of Department, who will support student and staff, to resolve any problem.

Class books are used by subject teachers at the end of lessons to record student progress / concerns. This enables "tracking" of persistent misbehaviour; allows support for students by intervening with other measures.

Inappropriate behaviours could result in students missing break times or even lunch breaks.

Serious incidents will be recorded using an Incident Report form (see appendix)

All serious / major occurrences will be reported to parents. Parents will be expected to support the school in resolving any issues with their child.

Persistent Bad Behaviour

Students whose behaviour is deemed not only to be inappropriate but, also, uncooperative, provocative, confrontational, or dangerous may be:

- allowed specified time out to calm down in the ARC (pupil support room) or outside the headteacher's/deputy head's office
- will then be referred to form tutor and / or Learning Mentor and /or Head of Department to make recompense based on the incident;
- non compliance will mean referral to Deputy Head to assist in resolving the incident;
- last resort would be referral to the Headteacher but only if other strategies are exhausted;
- parents will be invited to school to support via various report cards, home-school cards, behaviour contracts etc (Appendix);
- a formal reporting system will be drawn up to monitor behaviour over a given period;
- parents will be expected to be supportive of this and sign accordingly;
- at all stages students will be expected to assume responsibility for their actions and accept any consequences.
- See "Actions and Consequences" notice. (Appendix).
- Further help may be sought from "out of school" support agencies :- Community Police Officer, Educational Psychologist, Educational Welfare Officer, Social Workers, and Care Home staff.
- Students who exhibit persistent inappropriate behaviour forfeit their right to attend after school activities, residentials, and school outings etc until their behaviour is deemed appropriate and acceptable.

7 Fixed-term and permanent exclusions (see separate exclusions policy)

7.1 Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one

or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- 7.2 If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3 The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.6 When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Bullying (see separate anti-bullying policy)

"Bullying is the wilful, conscious desire to hurt, threaten or frighten someone."
(Tattum and Herbert)

Bullying is an issue that causes concern for parents and teachers.
Generally speaking there are two types of bullying:

Mental Bullying leading to unhappiness rather than fear. Name calling, ridicule, malicious gossip, isolation from a group and disrespect for personal belongings typify this sort of bullying.

Physical Bullying leading to fear as well as unhappiness. Threats of violence, extortion involving money or property, intimidation by invasion of physical space,

pushing, shoving, tripping, kicking leading to physical attack typify this sort of bullying.

Occasionally instances of bullying do occur and Bank View has a policy of supporting both the victim and the bully. This ensures that any situation is resolved satisfactorily for all concerned. Bank View promotes "prevention" rather than "cure" and issues such as bullying are addressed as part of the school curriculum and via the School Council.

More recently Cyber Bullying has become a major issue. Cyber Bullying can involve the use of a variety of electronic communication devices to cause distress, fear and upset to victims. This usually happens outside of school; but when problems are brought into school they are dealt with sympathetically and firmly by staff.

8 Monitoring

- 8.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents (incident sheets). The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.
- 8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

- 9.1 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

10. Reference:

Learning Behaviour, Lessons Learned: A Summary Of The Final Report To The DCSF, April 2009 (*this is one of a series of documents available on EDnet - search for Discipline and Behaviour*)

Bank View High School



Merit Award Scheme

Reward Systems

Introduction

Bank View places great emphasis on positive rewards. The school's Merit Award scheme has been developed to encourage all students to be successful and to be good citizens.

Student Merits

A merit card is carried by each pupil throughout the school day . The card is used mainly to record positive work and behaviour. However, it can also be used to record negative behaviour where appropriate. Merit cards should only be given out to students, by form tutors, at registration time.

There is opportunity for all staff (including bus and lunch time supervisors and kitchen staff) to award merits for excellent work or positive behaviour or any "community" job directly on to a merit card. A single merit is normally awarded; although 2/3 may be given in exceptional circumstances. Merits awarded should be initialled and dated.

Traffic Light System

Each pupil's merit card is colour coded:

- Green – performing well.
- Yellow – some problems - described by written target.
- Red – having significant difficulties / needs closely monitoring - described by written targets.

The colour of the cards reflects certain privileges:

- Green cards – access to all out of school activity; able to represent school teams; first for lunch and seconds.
- Yellow cards – inclusion in out of school activities / school teams but only with agreed staff support or nomination.
- Red cards – no inclusion in out of school activities / school teams until progression to yellow / green card.

Pupils on red cards may lose morning and lunch time breaks to rectify misdemeanours.

Pupils may have their cards crossed by any staff member for negative behaviour. Three crosses in one week would automatically mean dropping down to the next card colour and associated loss of privileges.

To ensure inclusion in special seasonal treats i.e. Christmas, Easter or the annual Camelot trip students must ensure they have at least 10 green merit cards awarded in a term.

Staff demoting a student to either an amber or red merit card must ensure it is recorded on the appropriate merit card tracker on the staff room notice board. (see appendix)

Merit Exchange

Students can only exchange merits for prizes at agreed times with staff; usually, half termly.

Student Responsibilities

Students are responsible for the safekeeping of their merit cards. At the end of each week students should give completed merit cards to form tutors for totals to be tallied and filing in the back of Spectrum folders.

Form Tutor Responsibilities

Form tutors, supported by classroom assistants, are to record the number of merits achieved by each student onto a yearly Merit Record sheet (Appendix 7). Staff to ensure merit cards are available for students at registration times. Used merit cards should be filed in the back of Spectrum folders.

Whole Class Merits

Whole class merits are awarded to class groups who, collectively, have displayed excellent work and behaviour.

- A maximum of two whole class merits can be awarded per lesson.
- One whole class merit can be awarded during morning registration and reading time.
- A maximum of fifteen whole class merits could be awarded in a school day.
- The class group receiving the most whole class merits, half termly, win a day out; usually, to a ski centre followed by a McDonald's meal for lunch.
- Whole class merit progress is announced weekly during school assembly.

Class Books

Each form group has a dedicated class book. This book follows the class to all timetabled lessons and activities. The purpose of the book is for the teacher, or class room assistant, to record significant observations about student behaviour and performance.

The class book is a record of behaviour and work over time and is the means of recording whole class merits. Designated students from each form take turns to be responsible for the class book ensuring its safe arrival at lessons. Form tutors take overall responsibility for their form's class book and should make reference to it during registration / form time.

Appendices

1. Code of Conduct
2. Actions and Consequences
3. Incident Sheet
4. Home / School Agreement
5. Merit Card
6. Merit Card Tracker
7. Student Merit Record

BANK VIEW HIGH SCHOOL

ACTIONS & CONSEQUENCES

'What will happen if i do this?'

If i do this	This may happen
Bad language (swearing)	<ul style="list-style-type: none"> • At pupils - parents/guardians told • Letter home • Merit card demotion (yellow / red) • At staff - period of exclusion (internal / external) with work to complete.
Bullying	<ul style="list-style-type: none"> • Warning • Detention • Parents told • Exclusion • Merit card demotion (yellow/ red) • Police involvement
Chewing Eating Spitting	<ul style="list-style-type: none"> • Warning • Detention (in or after school) • Parents / guardians told • Merit card demotion (yellow/ red)
Cyber bullying E.g. using <ul style="list-style-type: none"> • Mobile phones • Facebook • Twitter • E-mail etc. 	<ul style="list-style-type: none"> • Warning • Detention • Parents told • Exclusion • Merit card demotion (yellow/ red) • Police involvement
Disruption	<ul style="list-style-type: none"> • Warning • Removed from class • Detention - catch up work • Merit card crossed • Possible exclusion
Hurting another pupil (assault)	<ul style="list-style-type: none"> • Merit card demotion (yellow/ red) • Detention (in / after school) • Possible exclusion • Possible police involvement

Hurting staff (assault)	<ul style="list-style-type: none"> • Merit card demotion (yellow/ red) • Detention (in / after school) • Exclusion • Police involvement
LATE (lesson/school)	<ul style="list-style-type: none"> • 3 lates = 1 detention (in / after school) • Parents / guardians told • Merit card crossed
Leaving school grounds	<ul style="list-style-type: none"> • Merit card demotion (yellow/ red) • Detention (in / after school) • Stay with staff • Parents / guardians told • Parents / guardians to school • Possible police involvement
No uniform	<ul style="list-style-type: none"> • Warning • Parents told • Could be sent home • Merit card demotion (yellow/ red)
NO - caps, jewellery, mobile phones, electrical goods etc.	<ul style="list-style-type: none"> • Hand over to staff • Not allowed back to class until handed over • Merit card crossed • Parents may be told
Not in class (right place / right time)	<ul style="list-style-type: none"> • Catch up work • Detention • Merit card crossed • Parents may be told
Poor behaviour towards staff	<ul style="list-style-type: none"> • Warning • Merit card crossed • Merit card demotion (yellow/ red) • Detention (in / after school) • Parents / guardians told • Parents / guardians to school
Racist comment	<ul style="list-style-type: none"> • Merit card demotion (yellow/ red) • Detention (in / after school) • Formal record - copy to local authority • Possible exclusion • Possible police involvement
Sexual comment	<ul style="list-style-type: none"> • Merit card demotion (yellow/ red)

	<ul style="list-style-type: none"> • Detention (in / after school) • Formal record - copy to local authority • Possible exclusion • Possible police involvement
Smoking	<ul style="list-style-type: none"> • Parents will be told • Detention (in or after school) • Merit card demotion (yellow/ red) • Exclusion if persistent smoking
Serious damage	<ul style="list-style-type: none"> • Merit card demotion (yellow/ red) • Detention (in or after school) • Parents/guardians told • Contribution to cost of repair • Exclusion (internal / external) • Police involvement