

THE FRIARY SCHOOL

Pupil Discipline Policy

Issue No 7
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Review: Annually

- This policy is designed to support School Aim 4 and objectives 8, 9, 10, 16 and 18.
- Associated policies are:
Drugs, Alcohol and Substance Abuse; Bullying; Equal Opportunities (which includes a section in Racial Equality); and Rewards.
- Appendices: Appendix 1: Additional Information
Appendix 2: Exclusion of pupils

1 Principles

- 1 To promote good behaviour and discipline and to provide a safe, well ordered learning environment for pupils.
- 2 To support pupils in learning self-discipline and to promote self-esteem.
- 3 To promote the concept of personal responsibility and of every member of the school having a responsibility towards the whole community.
- 4 To help pupils learn that certain actions are unacceptable; these include verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse).
- 5 To promote early intervention in order to prevent behaviour which disrupts the learning of other pupils and the effective running of the school.
- 6 To establish within the school a proper regard for authority and an ethos of mutual respect in which all pupils are expected to behave with consideration and care, accepting codes of behaviour which are required of them by school and society. The work of the School Council further supports this ethos.
- 7 To work positively with the Connexions service and appropriate outside agencies to ensure that the needs of all pupils are met by utilising the range of external support available.

- 8 To encourage consistency of response to both positive and negative behaviour and fairness of treatment for all. Integral to this is a system of rewards and an emphasis on praise to individuals and groups when appropriate. Year Achievement Boards and special mention in Assemblies further support this.
- 9 To encourage a positive relationship with parents/carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.
- 10 To provide a curriculum which is appropriate and accessible to all pupils and which reinforces expectations of positive behaviour.

2 Roles and Responsibilities

- 1 **The Governing Body** will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
- 2 **The Headteacher** and other members of the Leadership Group will be responsible for the implementation, review and day-to-day management of the policy and procedures. Support and training for staff faced with challenging behaviour is also an important responsibility of the Leadership Group.
- 3 **Staff**, including teachers, mentors, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Leadership Group on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Leadership Group, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
- 4 **The Governing Body, Headteacher and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- 5 **Parents and carers** will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour

and will have the opportunity to raise with the school any issues arising from the operation of the policy.

- 6 **Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

3 **Disciplinary Procedures and Sanctions**

(See Appendices and Staff Handbook for further details)

Principles

- (i) Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is defined within these procedures and their use is clarified further in the Appendices. It is important to make a clear distinction between the sanctions applied for minor and major offences, to establish why the sanction is being applied and to emphasise what changes in behaviour are required to avoid future sanctions.
- (ii) Generally speaking, incidents in class should be dealt with in the first instance by the subject teacher, supported where appropriate by his/her subject leader or colleagues.
- (iii) All incidents, other than minor ones, should be reported on the appropriate referral forms. Concerns may also be raised by tutors at the weekly meeting with Heads of Year. Subject Leaders can also refer pupils to Heads of Year. All staff are invited to weekly Pastoral meetings when again concerns can be raised.
- (iv) Disciplinary procedures also apply to School Visits whether in term-time or during school holidays.
- (v) A structured system of informing parents exists including those that are drawn to our attention which occur outside school hours. Where wilful damage has occurred parents will be asked to contribute to the cost of repair or replacement. The School Planner plays an integral part in the process of communication with parents.
- (vi) Connexions/the Police/Social Services and other outside agencies may be informed where appropriate.
- (vii) School policies related to discipline and conduct are available for parents on the school's web-site.

Responses to pupil misbehaviour - Clearly the list cannot be exhaustive but it is essential that all staff are consistent in these responses.

Classroom Behaviour	Response
<ul style="list-style-type: none"> • Low-level disruption Lack of work/unnecessary noise/rude behaviour/out of seat/shouting out/stopping others from working • Failure to do homework. Insufficient tools for learning Chewing • Failure to attend departmental detention • Poor punctuality to lessons. Pupils out of class with no corridor pass. • Failure to produce planner when requested • Gross disobedience involving refusal to move to internal referral, absenting themselves from lesson, verbal abuse to staff or peers, physical aggression to staff or peers, persistent disruption, refusal to work, suspicion of substance misuse, racist or sexist remarks. 	<p>Staff to use whenever possible strategies such as reprimands and a two minute cooling down period before instigating Sleuth referral. Responses to a Sleuth referral to be within the following sanctions</p> <ul style="list-style-type: none"> → Verbal warning → Use of Internal Referral → Cooling off period → Short Detention → Department Detention <p>Departmental detention.</p> <p>HOY detention.</p> <p>Time aggregated leading to departmental detention or Form tutor detention.</p> <p>Form tutor to be notified. Parental contact letter can be used. Form tutor to issue detention for persistent problems.</p> <p>Behaviour Support/SMT call-out. Subsequent action to be fed back to teacher via e-mail. Call-outs logged and added to Sleuth data. County documentation for racist/sexist and homophobic incidents to be completed by reporting staff. All incidents submitted to County on a termly basis.</p>

Fixed Term Exclusion

Please note that any pupils returning from fixed term exclusion must complete an exclusion pack of work on rights and responsibilities.

This must be produced as part of the compulsory parental interview that will take place involving HOY and SMT. A further spell of internal inclusion as part of re-integration will also take place. In addition, HOY will consider confiscation of lunch passes (KS4) and School Community work (KS3). The Behaviour Support Team will be involved in the re-integration process.

In cases involving verbal abuse to staff, the teacher involved in the incident can attend the parental interview if they wish.

Pupils involved in physical attacks/bullying incidents

If a fixed term exclusion is involved, the procedure above will take place. If a pupil is sent to the Inclusion Unit then parental contact will be made, a Respect pack of work will be issued and the pupil may lose lunchtime privileges and/or be involved in School Community Work. A formal apology will be made.

Repeat offences will lead to parental interviews and referred to Inclusion Panels. A Stowe placement will be considered.

Fire Alarms

In addition to a fixed term exclusion, pupils will be visited by outside agencies to re-enforce the serious nature of this incident. Repeat offenders will be referred to District Inclusion Panels.

Infringement of Basic School Regulations	Response
(i) Poor attendance	Concerns raised at departmental and/or tutor meetings. HOY to be notified.
(ii) Truancy	Contact HOY via email. Pupils to make up lost time after school. EWO involvement if persistent.
(iii) Vandalism	Contact via email to Inclusion Unit (AT) - Sleuth referral/possible exclusion
(iv) Theft	Contact via email to Inclusion Unit (AT) - Sleuth referral/possible exclusion

<p>(v) Smoking on school premises</p>	<p>First offence: letter home with after school detention. Cigarettes/lighter confiscated. Parents to collect.</p> <p>Second office: as above with pupils completing anti-smoking booklet. Lunch passes confiscated and/or School Community work.</p> <p>Third offence: parental interview with subsequent action plan.</p>
<p>(vi) Out of bounds</p>	<p>Contact via email to Inclusion Unit (HOY)</p>
<p>(vii) Poor behaviour around the school</p>	<p>Contact via email to Inclusion Unit (HOY)</p>
<p>(viii) Possession of illegal substance</p>	<p>Parental contact (SMT), internal isolation, loss of lunchtime privileges. Immediate referral to T3 (Support Agency).</p>

Behaviour	Response
<ul style="list-style-type: none"> • Uniform infringements • Non-permitted items (e.g. mobile phones) • Sexual Impropriety 	<p>Issue uniform penalty. NB Separate procedures apply to the wearing of trainers</p> <ol style="list-style-type: none"> 1. Confiscate item and leave in office for pupils to collect at the end of the day. 2. If this is the second instance of confiscation office will return item at end of the school day and notify AT for official after school detention. 3. A further offence will result in confiscation (AT) until parents collect item plus further official detention. <ol style="list-style-type: none"> 1. Notify SMT (GM) 2. Level of response will depend upon severity of incident <p>NB Child Protection regulations may apply in certain circumstances.</p>

Appendix One - Additional Information

OFFICIAL DETENTIONS

Please note the following:

Official SMT/Inclusion Unit Detentions

- To be served after school on the nearest possible day allowing for detention slip to be POSTED to parents.
- Detentions to last for a minimum of 30 minutes and a maximum of 1 hour.
- AT to administer all detentions and liaise with parents of bus children/those who have difficulties/do not reply.

Official detentions are a serious disciplinary measure and therefore should be given with department strategies are not proving effective therefore:

SCHOOL DISCIPLINE REPORT

A tiered weekly report system will be in operation:

1. Subject Report
2. Punctuality and Attendance Report
3. Tutor Report
4. Head of Year Report
5. SMT Report

Criteria for pupils on report:

Students will be placed on report for one or more of the following reasons:

- (a) Poor punctuality
- (b) Truancy
- (c) Poor behaviour
- (d) Underachievement academic
- (e) Underachievement homework
- (f) As an outcome of parental interview

Referral System

Weekly tutor meetings are a focus for referral - Heads of Year, tutors and parental requests can be dealt with at these meetings. Weekly Pastoral Team meetings are the focus for departmental referrals. The school will continue to hold internal inclusion meetings on a weekly basis. Pastoral staff (GM, BB) SENCO, EWO, Connexions and members of the Intervention Team will attend and discuss pupil concerns. GM will represent the school on the half-termly District Inclusion Panel. Pupils causing major concerns will be referred to this panel.

In general initial problems with punctuality, truancy, behaviour (minor) and academic underachievement should be dealt with by the **Tutor Report**. An agreed time for review should be established (2 weeks maximum). At the review students will either:

- (a) Be taken off report) Parents to be informed of decision
- (b) Moved to next tier)

The same process will continue with the Head of Year.

Failure to improve over the agreed time will result in a written request for a parental interview. Unless there is improvement whilst on this report a PSP will be drawn up. To support this process, regular meetings will be held with outside agencies to discuss strategies for identified students. A CAF may be instigated at this point.

In some cases it may be necessary for students to be on a higher tier. This decision will be made by HOY.

Please note that if a student loses the report card or fails to get teacher/pupil signatures a detention will be imposed by the member of staff monitoring the report. All students on report should have this logged on their conduct log.

RESPONSIBILITIES

SMT RESPONSIBILITY

- Will continue to deal with call outs for gross disobedience alongside the Behavioural Support Team.
- Each member of the SMT will liaise with HOY over discipline and pupil progress matters.
- Each SMT member will be on duty for the whole of one lunchtime alongside support staff and HOY's.
- SMT will cover for any problems with staffing in the inclusion unit.
- SMT will support HOY with after school detentions.
- GM to support Inclusion Unit with after school official detentions.
- SMT to administer SMT report cards.
- GM to initiate intensive study support in liaison with the Intervention Team.
- SMT to monitor gate at start of school and whenever possible undertake corridor patrols.

SUBJECT LEADERS' RESPONSIBILITY

- Will act on weekly departmental sleuth information provided by the Inclusion Unit.
- Will organise internal referral system.
- Will organise departmental detention system.
- Will initiate student subject reports.
- Will refer students to Study Support.

- Will refer students who are not responding to departmental initiatives to heads of year.
- Will refer students who do not attend departmental detentions to HOY's.
- Will monitor departmental usage of rewards.

YEAR HEADS' RESPONSIBILITY

- Will need to incorporate tracking pupil progress alongside dealing with disciplinary matters.
- Will act on subject leader referrals.
- Will run HOY detentions for pupils who fail to attend departmental detentions.
- Will oversee tutor and HOY reports with subsequent sanctions for non-completion.
- Will raise concerns at weekly tutor meetings.
- Will monitor pupil rewards and update achievement boards.
- Will contact parents and arrange interviews for pupils with multi-referrals.
- Will involve tutors with monitoring and mentoring pupils.
- Will refer students via pastoral meeting for progression on referral process with possible involvement of mentors and outside agencies.
- Will work with the designated SMT to look at possible intervention strategies.
- Will pass non-attended HOY detentions to the Inclusion Unit.
- To provide new planners if necessary
- To administer necessary punishment for persistent "planner abuse"/misbehaviour outside of lessons.
- To contact parents who are not signing planners.

TUTORS' RESPONSIBILITY

- To ensure that not only do all students have their planners in school but that they are regularly signed and filled in.
- To utilise Sixth Form helpers and School Mentors.
- To monitor pupils on tutor report.
- To raise concerns at weekly tutor meetings concerning students.
- To assist HOY's in the tracking of pupil progress.
- If tutors have a problem with finding the time to do this then SIXTH FORM MENTORS will be allocated to you with the specific responsibility of checking all planners.
- If any of your tutor group has either lost their planner or persistently forgets to bring it to school/get planner signed you must refer this to your Head of Year.
- To perform daily uniform checks.

CLASSROOM TEACHERS' RESPONSIBILITY

- Will deal with low-level disruption via the sleuth system.
- Will raise issues of concern with subject leader.
- Will implement consistently both rewards and discipline policies.

- Will notify tutors of problems with school planners.
- To perform daily uniform checks.

INCLUSION UNIT

- Will operate a policy of zero tolerance for pupils placed in the upstairs unit.
- Will undertake gate and corridor patrols when staffing allows.
- Will continue to investigate incidents involving bullying, vandalism, theft and some parental complains.
- Will operate after school official detentions.
- Will organise study support for pupils referred by subject leaders.
- Will liaise with parents and pastoral staff in the reintegration of pupils.

APPENDIX TWO - EXCLUSION OF PUPILS

(Summary of Procedures)

Principles

- (i) The school will follow the latest DcsF and LA guidelines.
- (ii) Only the Headteacher may place pupils on exclusion following due investigation, and he is accountable for any exclusion.
- (iii) Full records will be kept of any previous warnings, communications with parents, the LA and other agencies, and of all investigations. These will be made available to Governors and the LA where necessary.

1 Fixed Term Exclusion

1.1 Currently a pupil may be excluded from school for a fixed number of days to the maximum of 45 days in a school year.

1.2 A pupil may also be excluded for a fixed term while consideration is given to the imposition of a permanent exclusion. In this case the parents will be informed of such consideration being made.

1.3 A Fixed Term exclusion will be accompanied by:

- (i) A warning against repeated indiscipline.
- (ii) A letter to parents explaining the circumstances, offering them the opportunity to make representations to the Governors' Disciplinary Committee, and outlining arrangements for setting and marking work.
- (iii) Where required, a copy of the same letter with the standard notification form to the LA's Inclusion Unit.
- (iv) A notice informing staff of the exclusion.

- (v) Notification in the Disciplinary Committee Report using pupil initials only.
- 1.4 The Governors' Disciplinary Committee reviews any exclusions which total more than 5 days in a term.
- 1.5 Exclusions of more than 15 days will normally necessitate a Pastoral Support Plan.
- 1.6 In the case of any fixed term exclusion of more than 5 days, the School has to take responsibility for the education of the pupil on and after the sixth day.

2 Permanent Exclusion

- 2.1 A pupil may be permanently excluded from the school in two circumstances:
 - (i) Where an action by the pupil indicates that his or her continued presence is detrimental to the education and welfare of pupils and/or staff in the school.
 - (ii) Where a pupil has repeatedly disregarded previous punishments and warnings, including fixed term exclusions, and where it is felt that the school has used all reasonable means to educate the pupil away from the offending behaviour. An exclusion for a single act of misconduct however, will only be imposed for a serious breach of discipline.
 - (iii) Normally a pupil at risk of permanent exclusion will have been subject to a Pastoral Support Plan.
- 2.2 In the case of permanent exclusions, the Governors' Disciplinary Committee must meet to review the Head's decision.

3 Parents' Representations

- 3.1 If the parents of the pupil concerned choose to make representations against the exclusion, whether fixed term or permanent, they may take their case to the Governors' Disciplinary Committee.
- 3.2 The procedures recommended in the LA guidelines will then be followed.
- 3.3 Following the Governors Disciplinary Committee meeting, the Committee will either instruct the Head to re-admit the pupil or support the exclusion. A summary of this decision will be sent to parents.
- 3.4 In the case of permanent exclusions, parents then have a right of appeal to an Independent Panel should they wish to exercise this.