

Paulet High School	School Policy Document		
Document Title	Student Discipline Policy		
Document Status	Approved	Approved Date	25th January 2011
Document Owner	Deputy Headteacher	Review Date	Bi-annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

Student Discipline: Governors' Statement and School Policy

Governing Body Statement of general principles

General

The governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to discipline, taking into account the needs of all students. It will be reviewed annually or earlier if necessary.

School Ethos

The governors expect the school to be a place where all individuals are respected and their individuality valued, where students are encouraged to achieve, where self-discipline is promoted and good behaviour is the norm.

Rules of Conduct

The Headteacher will draw up and review periodically a positive and constructive set of school rules that will:

- promote self-discipline and proper regard for authority among students;
- encourage good behaviour and respect for others, and prevent all forms of bullying among students;
- ensure students' standards of behaviour are acceptable; and
- regulate students' conduct.

Rewards and Sanctions

None of the school's punishments must be degrading or humiliating.

The governors expect all rewards and sanctions to be applied fairly and consistently.

The governing body has formally agreed that the following sanctions may be used in appropriate cases:

- completion of work at home or extra work (in school or at home);
- carrying out useful tasks to help the school;
- detention in school hours or outside school hours;
- removal from the group/class or particular lesson;
- planned time in the Inclusion Centre;
- withdrawal of break or lunchtime privileges;
- withholding participation in educational visits or sports events which are not essential to the curriculum; and
- fixed term and permanent exclusion.

Disability

Where the misbehaviour of children is related to a mental or physical disability, the governors expect that the Headteacher will make reasonable adjustments to enable those children to be included within the school community.

These will include:

- Ensuring that staff have had training in the nature of disabilities, and how they should treat children with disabilities;
- Ensuring that staff are aware of any children with such disabilities;
- Ensuring that help is sought from the LA to enable the school to make reasonable adjustments;
- Ensuring that school resources are committed to assist in making reasonable adjustments; and
- Making reasonable adjustments to school organisation or of the timetable of particular children.

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Responsibilities of the Headteacher

The Headteacher's role is to determine the detail of the standard of behaviour acceptable to the school, to the extent that this has not been determined by the governing body. The Headteacher has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Headteacher has to:

- promote self discipline and proper regard for authority among students;
- encourage good behaviour and respect for others, and to prevent all forms of bullying among students;
- secure that the standard of behaviour is acceptable; and
- otherwise regulate the conduct of students.

Policy Document Follows....

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The School Discipline Policy

General

This policy puts into effect the governing body statement above.

Responsibilities

The Headteacher's role is to determine the detail of the standard of behaviour acceptable to the school, to the extent that this has not been determined by the governing body. The Headteacher has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Headteacher will:

- promote self discipline and proper regard for authority among students through the school's Behaviour for Learning code;
- encourage good behaviour and respect for others and prevent all forms of bullying among students;
- secure that the standard of behaviour is acceptable and otherwise regulate the conduct of students and
- be on the 'on-call' rota and support staff in the collection of disruptive students or speak to students in the classroom where requested.

As well as adhering to the overall objectives already outlined above;

The Deputy Headteacher will:

- promote the school's Behaviour for Learning code;
- in the Headteacher's absence sign an exclusion letter if an exclusion is deemed necessary and
- be on the 'on-call' rota and support staff in the collection of disruptive students or speak to students in the classroom where requested.
- lead on the operation of the Behaviour for Learning code;
- organise the production of the 'on-call' rota and be part of the rota;
- line manage the HOYs and Behaviour Support Officers and support them in their daily duties;
- sanction the use of the Inclusion Centre for planned inclusions from HOY, BSO, SL when appropriate;
- liaise with the Headteacher if an exclusion is deemed necessary;
- report on behaviour to the governors' Standards Committee annually and
- meet with NQTs, GTPs, new members of staff to disseminate information regarding the Behaviour for Learning code

Other members of the SLT:

- fully support and endorse the school's Behaviour for Learning code;
- support the DHT in carrying out post exclusion meetings where appropriate and
- be on the 'on-call' rota and support staff in the collection of disruptive students or speak to students in the classroom when requested by staff.

Subject Leaders will:

- support their department members in the application of the Behaviour for Learning code by ensuring all colleagues are applying it consistently in the classroom;
- monitor the 'on-call' referrals made from within their subject area ensuring action is taken as a result of this by the member of staff who used the system;
- issue subject leader detentions where students have failed to turn up to detentions set by members of their departments;
- place students onto subject monitoring reports where appropriate;

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- request planned inclusions to support students who need to catch up on coursework / complete exams;
- request planned inclusions when students have failed to meet the terms of their departmental monitoring;
- liaise with the Behaviour Support Officers where students need to be collected from lessons to attend detentions;
- liaise with the Behaviour Support Officers where detentions need to be re-arranged so this can be done for them;
- make contact with parents through the BSO or directly if they have concerns about the behaviour of individuals, recording conversations on a telephone record proforma or asking SLT line managers to check letters that may be sent home (a copy of letters must be placed in student's file / copied to form tutor / copied to HOY – BSO support);
- keep HOY informed if there are students who are being monitored in their subject areas and
- request, on a Headteacher's detention proforma, a Headteacher's detention if all other interventions have been applied without success.

Heads of Year will:

- work closely with the BSOs to monitor the behaviour of their year group(s);
- provide support by placing students on a Head of Year report when the BSO daily monitoring system has not worked / as an alternative monitoring mechanism;
- speak with parents/carers to inform of this monitoring mechanism where appropriate;
- keep form tutors up-to-date with key information regarding behaviour where necessary;
- fill in the appropriate telephone call record proformas each time a parent/ carer is contacted by telephone and share this information with BSO. Also share this information with form tutor / attendance officer / Deputy Headteacher – where appropriate;
- make recommendations for students in their year group(s) who may require an Individual Education Plan for behaviour and liaise with the Deputy Headteacher – SENCO about this;
- attend behaviour IEP reviews with the BSO where possible;
- liaise with the Assistant Headteacher – SENCO where intervention and/or support is required from, for example, the educational psychologist, CAMHS etc;
- feedback behavioural intervention strategies used to the Deputy Headteacher;
- request planned inclusions / exclusions based on supporting collected evidence where appropriate to the DHT;
- request a Headteacher's detention if all other interventions have been applied without success on a Headteacher's detention proforma;
- liaise with the Deputy Headteacher if there is a case for a student to be excluded;
- liaise with the BSOs to gather supporting evidence or statements with regards to exclusions and other incidents and
- ensure that all documentation, once circulated, is placed in the filing tray each week to be added straight into the student's active working file.

Behaviour Support Officers will:

- carry out the daily running of the school's Inclusion Centre including: signing in lates to school; monitoring of lates and issue of late detention slips; carrying out the late detentions; informing parents of planned inclusions; organising the collection of work for students and working with students who have planned inclusions; daily monitoring of reports; organising anger management sessions with identified students; preparation of fixed term exclusion letters; creation of behaviour IEPs; entry of detention and behaviour details onto SIMS; organising the admin of supporting courses generated through the Inclusion Panel; liaising with form tutors over monitoring and behaviour concerns; supporting the work of students with emotional difficulties; compiling regular data updates for SLT and annually for governors; covering on-call during SLT meetings; investigation of incidents; organisation of lunchtime passes; monitoring and supporting the application of the school uniform policy; supporting the application of the school mobile phone policy; liaising with external agencies; attending agency meetings where appropriate; leading on the creation of CAFs; keeping the staffroom notice board up-to-date with Inclusion Centre information;
- work closely with the HOY to help support the application of the Behaviour for Learning code;
- meeting with HOY regularly to discuss student referrals and monitoring processes;
- meet with parents to discuss behaviour strategies and alternative provision prior to an IEP being created;
- taking minutes at Year Team meetings and

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- support subject leaders by re-issuing detention slips if a student has failed to attend a subject teacher's detention, speaking to parents about behavioural concerns in subject areas when requested and in collecting students for subject leader detentions when requested.

All staff are:

- expected to encourage good behaviour and respect for others in students, and to apply all rewards and sanctions fairly and consistently;
- expected to support the school's Behaviour for Learning code;
- expected to fill in blue incident reports containing facts, not personal opinion, detailing incidents of inappropriate behaviour;
- to place the blue copy of a detention slip into the BSO pigeon hole **after** a student has completed their detention and
- to place the green copy of a detention slip into the form tutor's pigeon hole **as soon as** the detention has been issued.

Standards of Behaviour

The school will set high standards of behaviour and endeavour to encourage good habits of work and behaviour from the moment a child enters the school.

All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour in line with the school's Behaviour for Learning code.

Punctual attendance at school and lessons is required. The school's Attendance Officer follows up all unexplained absences.

It is understood that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff must ensure that such behaviour is not tolerated. Staff are encouraged to use the 'on-call' system for support and for SLT to remove a student if there is the necessity to do so.

Through regular discussions at Year Team meetings we shall endeavour to ensure that staff apply all standards consistently and fairly.

Rewards

Wherever possible staff should use their own reward systems to encourage good behaviour.

The rewards used by the school are:

Credits for good work in lessons or as homework tasks. These are recorded in the back of planners/link books and also recorded on wall charts in form rooms.

Honour marks – worth 3 credits for excellent work in lessons or produced as homework tasks. Honour marks are also given, for example, to students who represent the school in sporting activities or taking part in an assembly or open evening activity. These are awarded to the students upon the request of the class teacher by a member of the SLT.
Headteacher's Commendation – presented to students who have produced work / contribution of an outstanding nature. These are awarded only on the recommendation of Subject Leaders and are used sparingly to enhance their value

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Support Systems

The school has a number of programmes and techniques for supporting behaviour management. These are:

Creation of Behaviour Individual Education Plans;
 Anger management sessions organised and delivered by a BSO in the Inclusion Centre;
 Relate Counsellor – in school once a week;
 School nurse – in school once a week;
 Presence on the East Staffordshire Inclusion Panel each half term – managed move organisation; opportunities for fully funded additional support placements with for example Pit Stop Automation, Curzon Street Trade Skills, Midland Youth Development Service;
 NACRO;
 Burton Alternative Route Centre (PRU);
 Staffordshire Fire Fighters course for targeted students;
 T3 referral process and
 Parent Support Worker referral.

Punishments

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.

All staff must seek to ensure that punishments are proportionate to the offence, and should enable students to make reparation where possible.

As far as possible the sanction applied should be as constructive as possible.

The sanctions allowed by the governing body are:

- completion of work at home or extra work (in school or at home)
- carrying out useful tasks to help the school
- detention in school hours or outside school hours
- removal from the group/class or particular lesson
- withdrawal of break or lunchtime privileges
- withholding participation in educational visits or sports events which are not essential to the curriculum
- fixed term and permanent exclusion

Involvement of Parents

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents without first informing the Behaviour Support Officer for that year group or the Head of Year or the Deputy Head. Copies of letters sent home / completed telephone call record forms should always go to HOY/BSO or SLT if appropriate, for information and be placed directly into the student's active working school record. A copy of any letters sent home should also go to the form tutor so they are kept informed of correspondence.

Parents are also encouraged to support good behaviour and positive habits in their children through the school's 'Home-School Agreement', and at parent meetings.

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Involvement of Staff

The working of the school's policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with students in form group time.

Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action. Staff may be called to attend meetings, if appropriate, with parents to try and resolve behavioural concerns and strategies for improvement.

Involvement of Students

Staff should be aware that Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views. The government's Circular 10/99 also suggests that students can help to reinforce behaviour policies by contributing to them.

The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programmes to reinforce self-discipline and positive work and behaviour patterns. Discussions in form group time will inform the deliberations of the Year Group Council so this can be fed back into the School Council.

The Assistant Headteacher – SENCO will ensure that the needs of SEN pupils are properly taken into account, and their participation in the consultation process is assured.

Consultation

The Head will seek the widest possible agreement for this policy, and will report annually to the governing body on its implementation.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

Publication

The Head must publicise the policy at least once per year to students, parents and staff.