PONTELAND COMMUNITY MIDDLE SCHOOL
part of PONTELAND ACADEMY TRUST

Behaviour and Discipline Policy

Values and Principles

We believe that PCMS should:

- Offer all children education as an inalienable right
- Provide high quality teaching and learning experiences for each child, every day
- Take account of what parents and pupils expect of the school

We take our vision, the following paraphrase, from St John's Gospel.

We serve here in school simply

'…. that they may have life and have it abundantly.'

(John 10:10)

The staff know that:

- Everyone is accountable
- Behaviour effects learning
- Consistency in managing and responding to behaviour is important to address the needs of individual pupils
- The whole school community is affected positively through the use of consistent behaviour strategies
- Early interventions are paramount
- Support for students is vital
- All school staff must model positive behaviour

Our behaviour policy includes:

1. Managing different behaviours and children for all staff
2. Consistent guidelines for behaviour management
3. Codes of Conduct
4. Classroom management
5. Teaching of good behaviour
6. Rewards and Sanctions
7. Pupil support systems
8. Managing pupil transition
9. Pupil conduct outside the school gates – School will implement sanctions where the student behaviour outside the school gates affects the safety of the pupils and/or the school's reputation or behaviour within school
10. Detention is used in our school and will be carried out in line with recent government guidelines and will be arranged either by letter or in conversation with parents.

Section 1

A positive approach to behaviour management, teaching and learning

Behaviour is managed by a staged process from form teachers, subject teachers, staff, parents and pupils.

We aim to identify pupils who persistently offend or are noticed because of 'low level' disruption.

- Record incidents on SIMS
- Ensure staff follow through issues with the pupils indicating what must be done to improve
- Ensure that staff discuss with parents the school's concerns and agree a common way of working to help pupils make improvements to their behaviour
- Establish on-going communication with parents

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We believe consistent experience of good teaching and learning engages students and this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps students understand the school's expectations and allow staff to be mutually supportive.

As a school we work together to include in house strategies to:

- Assess staff needs and build specific opportunities in to Continual Professional Development (CPD) programmes to observe, practise and review good behaviour management;
- Identify those students who have learning behavioural difficulties or are experiencing difficulties in or out of school and agree common ways of managing and meeting their needs;
- Ensure that senior colleagues are highly visible at particular times of day, to support staff and maintain a sense of calm and order; and
- Ensure that senior managers regularly walk the building, going into classrooms and assessing how well staff are consistently applying the school's policies on behaviour improvement.
- Meet the needs of individual pupils.

Section 2
Classroom management, learning and teaching

We believe that by engaging pupils more effectively, standards of behaviour improve.

As a school we:

- Ensure all staff follow quality first teaching, consistency and behaviour code;
- Plan lessons well, using strategies appropriate to the abilities of the pupils;
- Use consistent classroom management and behaviour strategies;
- Expect pupils to take responsibility for aspects of their learning, working together in pairs, groups and as a whole class;
- Use peer and self-assessment, to increase pupils' involvement in their learning and promote good behaviour;
- Use SIMS to collect data on pupils' behaviour and use it to target support where pupils have the greatest difficulty;
- Ensure all teachers operate a seating plan;
- Ensure all teachers build into their lessons opportunities for teacher/pupil dialogue, both written and spoken;
- Recognise that pupils have views about what helps them learn and how other pupils' poor behaviour stops them from learning;
- Use Codes of Conduct for class, prefects and School Council to make recommendations about behaviour, including bullying and effective rewards and sanctions;
- Plan homework carefully and set it early in the lesson so that all pupils have a clear record of what is expected of them.

Section 3

Behaviour strategies and the teaching of good behaviour

Good behaviour must be modelled by the adults in their interactions with pupils. We recognise that children learn respect by receiving it. How staff speak to pupils and praise them helps motivate them to do well.

As a school we:

- Ensure all staff understand, and use consistently, the behaviour management strategies
- Use SIMS to record negative and positive behaviour
- Ensure all staff joining the school (including supply teachers) are given clear guidance and use the school's systems and expectations for behaviour
- Use the National Strategies materials to develop pupils' emotional, social, spiritual and behavioural skills. This involves :
  1. Thrive materials;
  2. Use of mediation and mentoring to embed good behaviour
  3. Agreeing with staff how they will teach pupils to manage strong feelings, resolve conflict, work and play cooperatively and be respectful and considerate.
  4. Early identification and intervention.

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Section 4   Discipline Chain

Step 1	Options Available
Subject Teacher **The subject teacher is responsible for all aspects of learning and discipline from the moment pupils arrive until the moment they leave classroom. At break and lunchtime this is extended to going outside the building.** To deal with disruption to the learning in their lesson and homework issues/lateness to class and not having correct equipment. KS 3 teachers should use code of conduct and expectation guidelines **Consistently** KS2 teachers should refer to classroom code of conduct Uniform checked on way in to classroom. Taken to cloakroom at break. Take pupils to early lunch and supervise classroom. Liaise with SEN Coordinator. TAs/HLTAs – pass any information from lesson to subject teacher. Self evaluation of classroom practice. Concentrate on behaviour for learning Liaise with form tutor before telephone call home. All staff to pass on information to subject teacher if issue near entry or exit to classroom.	(a) Deal with individual pupil's **NOT** whole class. (b) Warning – related to classroom Code of Conduct/ KS3 Expectations (c) Loss of free time. (d) Polite note in homework diary and ask for parents' signature, not about behaviour should be work related, use of sticker system KS3 (e) Contact parents for persistent concerns before parents' evenings and reports. (f) Record all facts in SIMS (g) Should a teacher need to send a child out – use official remove system with work – designated staff to remove. **Homework** The expectation is that homework is done on time, or there is a note from a parent explaining if there has been a problem. If homework is not done on time and there is no note, pupils are given a detention. **In one subject in a term.** 1st piece – do at lunchtime 2nd piece – note in diary complete in 24 hrs + lunch time detention. 3rd piece in same subject in one term – After School detention. 4th piece – Refer to homework club Wed -Positive turnaround – postcard home
Step 2	**Options Available**
Form Tutor **The form tutor is responsible for all pastoral issues with the class and or persistent disruption in one lesson or across lessons, as well as issues occurring outside the classroom. Code of Conduct and expectations guidelines followed CONSISTENTLY** To deal with/be aware of persistent disruption in one subject. Disruption across lessons. Pastoral problems during day/during break and at lunchtime. Initially dealt with by duty team (see separate sheet). Passed to form tutor. Persistent homework issues across subjects. Uniform/school ethos. Building a working relationship with parents Referral for intervention programmes. SEN Coordinator informed. Monitor diary weekly for stickers or reminders from subject staff All staff to pass on information to form tutor if issue on school site **Consider mentor programme**	(a) Invite parents in /telephone to arrange 2nd progress meeting – regular contact. There should be no surprises at parents evening. Need to build relationships with parents. (b) SIMS by end of the day. (c) Loss of time internally. (d) If message left inform leadership team and if parents telephone pass back to form tutor. (e) Refer to lunchtime detention. (f) 6 homework in one term across subjects after school detention.
Step 3	**Options Available**
Director of Year Group **(in consultation with form tutor)** **Are responsible for their year group in its entirety on all matters of teaching and learning and discipline inside and outside of the classroom** Serious breach of discipline Ongoing pastoral issues. Persistent uniform issues. Repeated problems on school yard. Staff to contact school office to identify withdrawal cover. SEN and outside agencies through JC/CP Monitor behaviour of year group as a whole and come up with solutions to issues in conjunction with team	(a) Parents invited in to school. (b) Pupil put on report for 2 weeks –Positive behaviour/rewards/Report/Positive behaviour (c) Agree 2nd progress meeting. (d) Monitor books (compare with other pupils) (e) Note kept in file on individual pupils. (f) After school detention. (g) Loss of privileges. (h) LEADERSHIP TEAM INFORMED. (i) INTERNAL EXCLUSION (j) Mentee System (k) Organise Lunchtime detention rota
Step 4	**Options Available**
Leadership Team Stepped Approach PB – JC - CP If reminders need to be given. If directors feel it necessary for intervention. Fighting/Audible Aggressive Behaviour/ Rudeness to Staff After School detention internal exclusion external exclusion **Intervention of outside agencies e.g.:** School Nurse SEN Team.	(a) Pupil Interview by member of LT (PB, JC, CP) (b) Behaviour support programme for 3 weeks and after school detentions PB, JC, CP. (c) Parent Interview (d) Points system (e) Stepped approach 1. 3 after school detentions 2. ½ day internal exclusion 3. 1 day internal exclusion 4. 1 day external exclusion 5. External exclusions 6. Fixed term exclusions 7. Managed move to another school/permanent exclusion

Removal system – NO disruptive child should be put outside of lessons or sent to front of school. Staff MUST send a responsible pupil to the front of school requesting the need for a child's removal. This

should be by a member of the LT or another member of staff who is available. Work must be provided by the teacher.
Section 5

Pupil support systems

We believe every teacher and member of staff is responsible for pastoral care.

As a school we:

- Ensure that all staff undertake pastoral responsibilities and:
  - Make appropriate time to carry out their task
  - Have adequate administration support
  - Have access to specialist support e.g. Local Inclusion Support Teams
- Recognise that pupil support is not just about behaviour. We believe that good pastoral support is concerned with academic attainment and developing pupils' ability to become good citizens
- Ensure that staff understand and are responsive to the needs of particular groups e.g. PP(Pupil Premium), SEND, MISS
- Ensure that pupils are helped to identify their belonging to a community by sharing a common dress code.

We recognise that the Every Child Matters (ECM) agenda identifies that children should feel safe, be healthy and enjoy and achieve in school. This will take place in a climate that tackles bullying, harassment and oppressive behaviour. Children must thrive.

As a school we:

- Regularly make clear to pupils, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated;
- We respect each other, the school ethos and need to feel safe and supported
- We will mediate between the bully and the victim
- We will facilitate conversation, restorative justice and apology
- Support early intervention and support when problems arise.

Section 6
Managing pupil transition

We are aware students find moves between schools and key stages unsettling and provide appropriate support and guidance at any stage of pupil transition.

As a school we:

- Ensure that teachers receiving a new class are given appropriate information to help the teacher plan work and manage the class;
- Ensure the class teacher receives and can build on the social, emotional and behavioural skills already developed by previous teachers and schools. We recognise that change causes anxiety and if not carefully managed can adversely affect pupils' motivation, attitude attainment and behaviour. We work closely with parents/carers in transition and throughout the year;
- Manage the high mobility of students in our area by using a mid-entry form
- Ensure students support each other as a matter of course and the buddy system;
- Ensure in the event of a managed move that the child is supported and that relationships with the releasing/receiving school and the family is strong, honest and open.

Section 7
Pupil behaviour outside the school gate and within our community

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. They <u>may</u> discipline a pupil for:
- Any misbehaviour when the child is:
  - Taking part in any school-organised or school-related activity
  - Travelling to or from school

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     o Wearing school uniform and adhering to the dress code (including hair)
     o In some other way identifiable as a pupil at the school

- Misbehaviour at any time includes conditions that:
     o Have repercussions for the orderly running of the school
     o Poses a threat to another pupil or member of the public
     o Could adversely affect the reputation of the school
     o Absorbs teachers' time to address the situation or pupil distress

Discipline will always be carried out in accordance with The Discipline Chain.

On occasions the school may include the Police as another agency more appropriate to deal with the incident or issue.

Section 8

Confiscation of inappropriate items

Students will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item. They can be searched on school premises or where the member of staff has lawful control or charge of the pupil e.g. on a school trip.

If a member of staff suspects a student has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag/locker and if the pupil refuses, the Head teacher can carry out a search in line with the following guidelines:

1. Prohibited items are mobile phones, cameras, i-technology knives or weapons, alcohol, illegal drugs and stolen items. They are also an article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury (emotional or physical) to, or damage to the property of, any person.
2. Ensure the member of staff has reasonable ground for suspicion. For example, they might have heard other students talking about the item or they might have noticed the pupil behaving in a way that causes them to be suspicious.
3. The search should be carried out by a person of the same sex where possible and in the presence of the student and with another member of staff.
4. The person conducting the search may not require the student to remove any clothing other than outer clothing.
5. The person conducting the search may search any of the student's possessions. This includes any goods over which the student has or appears to have control e.g. lockers and bags.

Section 9

The use of reasonable force

Schools have a legal duty of care for all their students. Where a student is creating a situation where they are threatening the well-being of other students, reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force.

Reasonable force can be used to prevent students:
- From hurting themselves or others
- Causing damage to property
- Causing disorder within the classroom or school grounds

In our school we will use reasonable force to:
- Remove disruptive children from the classroom where they have refused to follow an instruction
- Remove other children leaving the disruptive child in the classroom
- Prevent a pupil behaving in a way that disrupts a school event or school trip or visit
- Prevent a student leaving the classroom where allowing the student 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
- To stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

Where reasonable force has been used parents will be informed and the incident recorded on SIMS.
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All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the school's complaints policy.

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