

S3: BEHAVIOUR POLICY - Statutory Policy

Rationale:

The school's mission is to develop pupils' attitudes of respect and responsibility, for others and the environment, within a Christian community. Civilised manners and behaviour are also crucial to an effective learning environment and harmonious social climate. They contribute to the development of pupils as active and informed citizens.

Purpose:

To create a positive, purposeful, supportive and inclusive Christian community.

To facilitate effective teaching and learning.

To foster self discipline and encourage pupils towards independence.

To encourage mutual respect.

To provide a clearly understood framework for staff and pupils in the interests of equity and consistency.

Guidelines:

- Standards are established and maintained through the active and consistent support of all staff in demeanour, conduct and language, within and beyond the curriculum.
- Behaviour which disrupts or disadvantages others is unacceptable; it is selfish.
- Both praise and sanctions have a part to play in encouraging and supporting standards. Praise and encouragement are usually more powerful.
- Staff and pupils respond best to consistency. Staff should endeavour to work within the agreed frameworks to support each other and enhance effectiveness. A considered response relating to the action rather than to the pupil is often most effective and most consistent with the school's Mission and Vision Statement.
- School codes reflect the importance of self discipline and mutual consideration.
- All areas of the curriculum, attitudes and actions around the school, and in the school environs, by both staff and pupils, contribute to the creation and maintenance of high standards.
- Regular discussion of standards and codes and the reasons for them is most important. All staff have a responsibility to convey the agreed strategies and messages. Staff have a right to expect the support of colleagues in reinforcing aspects of behaviour, activity or concern which are perceived by them, and are consistent with the school's mission, as important.
- The links between ethos, behaviour and effective learning is proven. Similarly, links to teaching and learning styles are always pertinent to discussions regarding standards of behaviour.
- Physical interventions with pupils is undertaken only in strict accordance with the specific guidelines and is always reported to the Headteacher. Parents should be aware that this is sanctioned in law in defined circumstances.

The Headteacher and governors can and will involve the Police in matters which are considered to be a breach of the law as well as a threat to the disciplinary framework and positive ethos of the school

ASSERTIVE DISCIPLINE

Philosophy

Our assertive discipline scheme recognises that high standards of behaviour cannot be expected as a right from today's generation of pupils. Although many of our pupils enjoy excellent parental support, this cannot be said for all and consequently, we recognise the need to teach good behaviour.

The scheme recognises that assertive teachers clearly define and communicate their expectations to the pupils and are prepared to reinforce their words with rewards for good behaviour and consequences for poor behaviour, thus ensuring the rights of teachers and pupils

TEACHERS' RIGHTS

The right to establish a safe structured learning environment.

The right to determine appropriate pupil behaviour and encourage positive social and academic development of pupils.

The right to be supported by Senior staff.

PUPILS' RIGHTS

The right to expect a positive learning environment which recognises effort and achievement.

The right to know how good behaviour will be rewarded and how poor behaviour will be punished.

Here at St. George's we expect the support of all staff in implementing an agreed system of rewards and consequences.

PURPOSE

To help us to achieve our mission statement by having high standards of behaviour which allow pupils to work with minimum disturbance, in the knowledge that we care about the

development of all pupils and will take action to ensure that this is achieved.

THE ASSERTIVE DISCIPLINE PROCESS

1. The Skills of the Assertive Teacher

The skills of teachers are central to the process and have been addressed by training and literature. New teachers to the school will require training by the subject co-ordinator and Senior staff. Staff are expected to utilise many strategies with regard to classroom management. Firm ground rules and an avoidance of confrontation are appropriate. ADP must not be seen as the only strategy available.

2. The Rules

The interpretation for different activities needs to be clearly explained to pupils. Thus for example, the Science department will need to agree and explain how the rules apply for class practicals, demonstrations, individual work etc.

Pupils must:

1. Arrive on time and enter the room quietly
2. Bring the correct equipment for the lesson
3. Listen to the teacher and follow instructions
4. Keep on Task
5. Treat others, their work and equipment with respect

3. THE REWARDS:

All staff and members of the school community support a huge range of rewards and associated activities.

4. CONSEQUENCES:

These will be displayed in classrooms

- C1 Name recorded
- C2 Second warning recorded
- C3 Teacher based imposition
- C4 20 minute detention
- C5 Withdrawn from lesson and 40 minute detention with parental contact

Severe Clause:

This will require judgement, but pupils who use bad language to a member of staff, vandalise property or who are physically violent to other pupils will be withdrawn for an extended period and parent support sought an assessment will be made, in consultation with SLT, as to any further action that may be required, following the school behaviour plan.

Explanations:

The rule broken should be clearly stated to the pupil (pupils should know exactly which consequence they are on, each time ie: not beginning at 3)

C3: is an imposition, which can be enforced by the teacher

C4: detention will be for 20 mins after school in an allocated room and taken by staff on rota. Pupils should be given a detention letter by the teacher and the correct and accurate details entered into the detention book.

C5: The student will be sent to the withdrawal room The file will be completed by the on call staff. The class teacher should provide a slip itemising the consequences on a purple slip and a letter is sent home.

Severe Clause

The on call teacher should be sent for and a referral slip completed.

Severe clause must not be used as an extension (there is no 'C6'), these are instances of dangerous or 'extreme' behaviour in classrooms.

Recording

A record book should be used to keep the record of each pupil

Intervention officers should monitor the detention book. They should assist the Deputies in the running of the detention system. Any pupil missing detention should be seen by a member of SLT, the following morning.

Assertive Discipline Review

Assertive Discipline is to be renamed as the Classroom Code - it is easier for the children to understand, links in with the Code of Conduct in the classroom and is more positive.

REVISED POLICIES

* Please remember that this system is only part of our classroom management strategy. Sense of humour, general consistency and calm are equally important.

Many staff have received no training regarding Assertive Discipline, as we are an expanding school. This document is to be read in conjunction with some clarification on our First INSET day back. It is divided into sections, and other documents, for example, minutes of the A.D. Review Meetings are available on request. A new sheet for withdrawal is included as is a C3 imposition sheet which can be used.

This document deals with the Classroom Code system in a chronological way. It also clarifies the link between the Classroom Code and other sanction systems within the school. It is divided into sections for clarity of purpose:-

1. REWARDS

Fundamental to the classroom code is the key place of rewards in the system.

Children felt that rewards were not used enough. Departments are addressing this, but clearly we need to develop a greater reward culture.

We must all use merits and credits more. Therefore we will use the "Happy Board" idea. Pupil names are put on the board for positive reasons. Rewards can be linked in with this as a department sees fit. This runs alongside the consequence system, but hopefully will be used more frequently.

The biggest reward is self-esteem and the smile on a child's face when they have achieved.

2. CONSISTENCY WITH CONSEQUENCES

Within the classroom code choices are made. Children make right choices or wrong choices. Please always mention the word choice before using the consequence system.

We must all be consistent if the system is to work properly. Therefore, this model is to be followed in all cases, except "Severe" which is explained later on. The consequence system must be followed like this:-

Pupil infringement leads to a warning (see later notes on C1)

Repetition of infringement leads to C1

Warnings should calmly be used as a child moves up the consequence system.

Immediate movement up the system should not happen

Failure to respond to a warning leads to the next consequence.

Staff should avoid going quickly through the consequence system. Keep mentioning the word choice.

Perhaps use the phrase "What are you doing?" in conjunction with "What should you be doing?"

PUPILS CANNOT WORK OFF CONSEQUENCES AT ANY POINT

When pupils are at C3 they are to copy out the C3 sheet that accompanies this document. They are to move places and this is to be used as a cooling down period. If they copy out the sheet and return to the lesson no further punishment is necessary.

For lessons 2, 4, & 5, five minute retention can be used. This is not possible periods 1 and 3. Pupils are warned that Refusal to Comply with the C3 sheet will result in C4.

There should also be a chance of reparation at C4. Pupils should be given two warnings before moving from C4 to C5.

Removal from lessons should only happen if it is impossible to teach the class. This reflects the feeling from staff that withdrawal was overused.

At all times pupils should understand the choices they make and the consequences of their actions. This should be done quietly and firmly.

Failure to bring the correct equipment is a C1 offence, except in PE where repeated kit failure is decided in consultation with SLT.

Lateness is to be dealt with at the end of a lesson. It is not a C1 offence. Lateness of five minutes or more leads to a lunchtime detention, staff to write in the Yellow detention book. Departments are also free to use internal support mechanisms. This might particularly happen at C3 or C4. Good HOD's will be aware of all discipline issues within their department anyway.

SEVERE

Severe incidents should be one of the following:-

- (a) Swearing at staff
- (b) Direct confrontation with staff
- (c) Violence or dangerous behaviour.

The "on call" staff are to contact home or refer to SLT for very serious offences.

S5: SEN/INCLUSION POLICY – Statutory Policy

The school takes seriously its mission statement and its commitment to the Christian community it has established. It sees the school community as a microcosm of the wider context but is committed to having a pivotal role in shaping the community it serves and the wider community beyond it. Central to its purpose are the Christian ethos and the spirit of Enterprise. Each encourages the fundamental principles of spiritual, social, moral, cultural and economic engagement and responsibility.

The school community will seek to:

- Demonstrate respect and valuing of each person as a unique creation of God.
- Adopt clear and visible systems and strategies, understandable and accessible to all to encourage and embed social and moral responsibility.
- Encourage and foster a sense of self worth and care for emotional and physical well being.
- Provide a range of opportunities for all to participate and engage.
- Committing to the education of children across the age and ability range. All staff recognise and contribute to the inclusion and achievement of pupils on roll. No staff or department has exclusive care and responsibility for specific children, though specific staff or departments may take a lead role in shaping or delivering the educational experience to individual or groups of pupils. All staff and department share responsibility for pupils temporarily excluded or prevented (for example because of illness) from attending school.
- Recognises the different learning styles of pupils and all staff and departments will work to use material and methods to maximise learning potential.
- Ensure all staff and departments recognise that pupils achieve in different ways and will seek to encourage, recognise and reward a range of achievements.
- Ensuring all staff and departments appreciate the contribution which effective home school liaison makes to pupils' achievements and will contribute to positive and effective communication and collaboration with parents/families.
- See that the school welcomes the inclusion of pupils from other schools within the curriculum when this can be accommodated and work with colleagues in other institutions or representatives of other agencies to facilitate this involvement.
- Enable school to use the resources at its disposal to maximise achievement and inclusion and develop flexible, responsive and imaginative strategies to assist pupils and parents, monitored and co-ordinated by PROFIT/SLT.
- Give pupils who cause concern, or pupils who transfer to the school having experienced difficulties elsewhere, full consideration as individuals with all decisions being informed by reference to the specific case history.
- Avoid an automatic formula being applied in consideration of serious sanctions, including exclusion.
- Commit to valuing individual pupils. At the same time it will safeguard the ethos and environment of the school community as a whole to ensure that in including one child no other is excluded or disadvantaged.