

### S3: BEHAVIOUR POLICY - Statutory Policy

#### Rationale:

The school's mission is to develop students' 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 students 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 students towards independence.

To encourage mutual respect.

To provide a clearly understood framework for staff and students 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; and against our Ethos.
- Both praise and sanctions have a part to play in encouraging and supporting standards. Praise and encouragement are usually more powerful.
- Staff and students 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 student 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 students, 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 students is undertaken only in strict accordance with the specific guidelines and staff training 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

## **CLASSROOM CODE**

### Philosophy

Our classroom discipline scheme recognises that high standards of behaviour cannot be expected as a right from today's generation of students. Although many of our students 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 students and are prepared to reinforce their words with rewards for good behaviour and consequences for poor behaviour, thus ensuring the rights of teachers and students

### TEACHERS' RIGHTS

The right to establish a safe structured learning environment.

The right to determine appropriate student behaviour and encourage positive social and academic development of students.

The right to be supported by Senior staff.

### STUDENTS 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 students to work with minimum disturbance, in the knowledge that we care about the development of all students and will take action to ensure that this is achieved.

## THE CLASSROOM 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 following rules will be displayed in all teaching and learning locations. The interpretation for different activities needs to be clearly explained to students. Thus for example, the Science department will need to agree and explain how the rules apply for class practicals, demonstrations, individual work etc.

Students 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
6. Mobile Phones must not be visible and switched off

### 3. THE REWARDS:

These are linked with the whole school rewards system. These can be through learning credits, community credits and monitoring scores.

#### 4. CONSEQUENCES:

These will be displayed in classrooms

C1	Name recorded
C2	Department or teacher sanction
C3	HoD – 40 minute detention in hall
C4/Severe	withdrawn from lesson and one hour detention in the hall

Severe Clause:

This will require judgement, but students who use bad language to a member of staff, vandalise property or who are physically violent to other students 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 student (students should know exactly which consequence they are on, each time ie: not beginning at 3)

C2: is time out where a private discussion between teacher and student it can be an imposition, which can be enforced by the teacher

C3: student is sent to the head of department who decide the sanction.

C4: The student will be sent to the withdrawal room The file will be completed by the duty LST. The class teacher should provide a slip itemising the consequences on a referral slip and a letter will be issued to the student with a duplicate copy attached to the referral slip.

Recording

All detentions are logged using the SIMS system and may be used in disciplinary procedures.

Any student missing detention should be seen by a member of SLT, the following morning.

Classroom Discipline Review

Classroom 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 training regarding Classroom 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 Learning Credits & Community Credits more. Therefore we will use the "Happy Board" idea. Student 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. Positive postcards, stamps and stickers are also valued by students.

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:-

Student 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?"

## STUDENTS CANNOT WORK OFF CONSEQUENCES AT ANY POINT

When students are at C3 they should be sent out of the classroom to await discussion with the teacher. They are to move places and this is to be used as a cooling down period.

For lessons 2, 4, & 5, five minute retention can be used. This is not possible periods 1 and 3.

Students are warned that Refusal to Comply with the C2 sheet will result in C3.

Students 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 students 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.

Departments are also free to use internal support mechanisms. This might particularly happen at C3 or C4. Good HOS's will be aware of all discipline issues within their department.

## SEVERE

Severe incidents should be one of the following:-

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