 **Paignton Community & Sports Academy**

**SCHOOL DISCIPLINE POLICIES**

**PROMOTING POSITIVE PUPIL BEHAVIOUR POLICY**

Reviewed and approved by Governors March 2014

This document fulfils the requirements of a school discipline policy as laid down by sections 2 and 3 of the Education Act 1997 and further updated and reviewed to incorporate sections 88 to 96 of the Education and Inspections Act 2006 and takes into account the Steer and Taylor Reports on Pupil Behaviour and expectations of staff and pupils.

The Anti-Social Behaviour Act 2003 introduced new powers for schools to help tackle poor behaviour by trying to ensure that parents fulfil their responsibilities in relation to behaviour of their children in school. The Act looks to improve behaviour in schools by holding parents responsible for their child’s behaviour. These powers reflect recognition that parenting has a strong influence on a child’s behaviour and attendance at school, and that some parents need assistance to parent effectively.

The Academy believes that good behaviour and discipline are essential to successful learning and teaching. It aims to encourage respect for others; offer appropriate rewards and sanctions; enter into meaningful partnerships with parents and external agencies; and address the issues of truancy, racism, bullying, harassment and equality of opportunity for all.

The Ethos and aims of the Academy are:

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| **BELIEVE AND ACHIEVE** |
| **We are a vibrant, happy and caring Academy** |
| **We pride ourselves on high quality teaching and excellent learning outcomes for our students.** |
| **We recognise and provide for every young person as a unique and**  **developing individual.** |
| **We include all students and provide opportunities for them to achieve above and beyond their potential** |
| **We have high aspirations and expectations of everyone within the Academy** |
| **We work hard to help every young person develop the skills to contribute to the community, be a credit to themselves, their families and Paignton Community and Sports Academy.** |

# Classroom Expectations

The Code of Conduct is the basis of expectations of pupils in the Academy. The following is a supplement to ensure all staff are aware of what is acceptable.

1. Staffs are asked to be at the classroom before their pupils arrive whenever possible.
2. Pupils should be on time for lessons; lateness should be checked with the pupil at an appropriate time during the lesson.
3. Pupils should be orderly when waiting to enter a classroom; staff passing through corridors should expect pupils waiting for another teacher to be behaving appropriately and intervene if necessary.
4. Pupils should be greeted as they enter a classroom, doing so in an appropriate, orderly manner, ready for learning, stand by their seats, remove coats, etc and get out their equipment for the lesson. There should be silence for the teacher to take the Register and introduce the lesson.
5. There is an expectation that all staff will take a Register in every lesson and in silence.
6. Staff are asked to get to know every pupil’s name they teach as quickly as possible. Seating plans can be helpful.
7. Staff should remind pupils to stand up when a visitor enters their classroom and explain to them why this is expected.
8. Whenever possible, praise and encouragement should be used: ranging from lots of verbal praise, Praise Points awarded, Postcards home etc. Reference to the rewards poster during lessons may be helpful. Many of our pupils live with constant confrontation.
9. Dealing with Discipline - see also ‘Use of Reasonable Force’:

* Quiet word on a one – to – one basis, a chance to put matters right.
* Follow the “Consequences” procedure: C1, C2, C3 – Behaviour Centre referral.
  1. Inappropriate language is not acceptable either pupil to pupil or pupil to staff and should not be tolerated.
  2. It is not acceptable for pupils to push each other, trip each other up or interfere with other pupils’ property and should not be tolerated.
  3. Lessons should have an orderly finish with pupils listening to the teacher concluding the lesson (see Lesson Observation Guidance).
  4. Pupils should leave the classroom in an orderly fashion with staff seeing them out into the corridor where possible.

# Positive Behaviour Centres

The Academy has a very clear policy on behaviour and the use of the ‘C’ system. In addition to the traditional forms of discipline as outlined above the Academy ~~now~~ runs a Positive Behaviour Centre on both sites.

Procedures for the Behaviour Centre

* When a pupil breaks one of the five Classroom Rules, his/her name will be placed on the board, along with C1 for a first offence, C2 for a second.
* If a pupil infringes for a third time, they will need to be sent to the Behaviour Centre. At this point a Behaviour Unit Report Form must be submitted by staff having identified the rules that have been broken (A – E) or a written comment for a serious incident. It is important that this is done, as there is less chance of having confrontation about why they have been sent to the Centre and staff will be able to settle them more quickly and effectively.
* If the student refuses to leave phone the Behaviour Centre B.Rd 814/ W.Rd 863 and we will collect them. If there is no phone send a responsible pupil to the Behaviour Centre to inform staff that a child needs collecting.
* For a serious incident (violent assault, swearing at a teacher etc.) pupils are to come to the behaviour centre immediately. Staff should inform behaviour centre staff of the seriousness of the incident.
* Staff can send pupils to the Centre at any time during the lesson, right up to the bell, but please do not send them at the beginning of a lesson for something that happened in a previous lesson, and please do not carry C1s and C2s over from one lesson to another. Every new lesson should be a new start.
* **Staff will make contact with pupils who are removed to the Behaviour Centre from their lesson and have a restorative conversation with them before the next lesson. Restorative paperwork will be placed into the BC pigeon hole in the staffroom.**

# Rewards and Sanctions

The Academy is working hard to combat the contemporary feeling amongst younger people that to be successful and gain praise goes against their culture. The giving of praise is to be used at every opportunity. Take every opportunity to catch pupils ‘doing something good’.

The Academy has a set of rewards and sanctions which can be used by all teaching and support staff. These are clearly displayed in the Academy classrooms.

###### Rewards

* Personal approval and praise by the teacher.
* Assembly announcement, i.e. public praise/congratulations.
* Prefect status.
* Postcard home.
* School council Representative / Form Representative.
* Letter of commendation to parents.
* Sending to Head of Centre, Deputy Principal or Principal for praise.
* Annual Trophies.
* Annual Certificates.
* Presentation of ROA (Year 11).
* Year Group Celebration Evening.
* Trophies/medals - sporting – Inter-form.
* Representing the Academy.
* Display of work in Rooms/Academy.
* Rewards Trips.

# Sanctions

All staff in the Academy are urged to ensure the sanction used fits the misdemeanour, and that it is a purposeful way of making amends. Parents should always be informed of incidents which are of a serious nature to enlist their help in ensuring the future good conduct of their son or daughter. This should always be with the full knowledge of the Head of Year.

### Sanctions currently available in the Academy are as follows:

**THE USE OF LINES IS NOT ACCEPTABLE IN ANY CIRCUMSTANCES**

* Mentoring
* Verbal reprimand.
* Extra work.
* Completion of task, eg community service, tidying room/hall etc.
* Cooling off for a few minutes outside classroom door (within sight of teacher. Pupils should not be outside a teacher’s direct supervision for excessive periods of time – beyond 5 minutes, and should not be outside in bad weather.)
* Letter home to Parent/Guardian in conjunction with the Head of Year.
* On Report (behaviour monitoring/work monitoring/attendance.)
* Detention during break and/or lunch time

**Please note statutory requirements the giving of prior notice for after-school detentions**

* Detention after Academy
* Internal Exclusion

For more serious incidents:

* Fixed Term Exclusions

Parents to be involved at all of these stages

* **PARENTING CONTRACTS**
* **PARENTING ORDERS**
* Permanent Exclusions

# Recording Rewards and Sanctions

Pupils and students should always be encouraged to record a commendation in their Record of Achievement. This may be generated by the Academy e.g. a letter of congratulation, a certificate or may come from outside the Academy e.g. a Certificate from Sea Scouts, a Medal or Award from Majorettes.

Pupils who are performing well in class, are particularly helpful, supportive or caring should be commended using the rewards recording system on SIMS.

Pupils who represent the Academy at a specific event, for example, Sports Team, Inter-school Competition, should always be rewarded with a letter of commendation.

**Positive Behaviour Centres**

The Academy runs a positive behaviour centre on both sites (sometimes called the behaviour unit). At the heart of this initiative is the belief “actions lead to consequences”. The staff in the behaviour centres keep a record of visits and reason which will then be transferred to a pupil’s file. These files are maintained by the year leader.

# Detentions

The Academy uses a range of detentions: breaktime, lunchtime and after school. When using breaktime or lunchtime detentions as a sanction staff should ensure pupils must have reasonable time to visit the toilet and eat their lunch.

Section 5 of the Education Act 1997 gives schools legal backing to detain pupils after a school session on disciplinary grounds. From the 1st September 1998, schools have clear legal authority to detain individual pupils on disciplinary grounds, after the end of a school session, without the consent of the parent providing **prior notice is given to the parent and acknowledged**. Detaining pupils for ten minutes at the end of school, without prior notice to the parent, **is no longer lawful**. The change in the law removes the possibility of a parent bringing a legal action against the school for falsely imprisoning the pupil. *(Provided the detention is for individual pupils, whole class detentions are inappropriate and* ***unlawful****.)*

Before the Academy uses a detention to enforce discipline, the Principal must make, through Heads of Centre and Heads of Year, all parents, pupils and staff aware that teachers will use detention as a sanction. This is done by giving out the booklet entitled ‘Information to Parents of New Pupils’, which is updated annually. The Academy must also inform parents of pupils admitted to the Academy part way through the academic year about this policy. If the Principal has made all reasonable efforts to make the policy known, parents should not be able to challenge the lawfulness of detention on the grounds that they were unaware of it.

The law safeguards children’s’ and parents’ legitimate rights, and ensures there are reasonable limits on detentions for children who misbehave. The Academy does not have an unqualified right to impose detention: detentions must be reasonable and proportionate to the offence. Setting a detention for a whole class is not appropriate. *(It is also* ***unlawful****).* The Academy will take account of any special circumstances about individual pupils such as any special educational needs, any religious requirements and whether the parent can reasonably make any suitable arrangements to get the child home from school after the detention. Entitlement to free transport does not itself exempt a pupil from detention.

The Academy will give at least 24 hours written notice to the parents before the after-school detention takes place. The main purpose of this notice is to tell parents that their child has been given a detention and why, and when, where and for how long the child will have to remain at school. This allows a parent enough time to bring any relevant points to the school’s attention, and to make any representations.

# Persistent Offenders

A persistent offender is a pupil who constantly repeats unacceptable behaviour after counselling; support mechanisms and sanctions have failed to modify behaviour. A persistent offender is a pupil who is unable to conform to the normal accepted standards of behaviour, who is unable to work and unable to allow others to work in the Academy community.

Whilst we must be mindful of the difficulties that the offenders themselves experience; poor self image and ill-considered parental support, we must nevertheless make our first concern the group of pupils who are adversely affected by the behaviour of the persistent offender. Where the needs of the two groups (offenders/peers) cannot be resolved where both are present in the same classroom we must take steps to resolve the difficulties to the benefit of the majority.

The problem and difficulties encountered by the persistent offender will have been well documented before the stage of persistent offender has been reached.

Initial sanctions will have been tried; parents will be well informed of the problems as will outside agencies. Failure to effect an improvement over the period of a school term will lead to strategies being employed specifically for persistently disruptive pupils. This will involve some or all of the following:

1. Planning Meeting involving parents and outside agencies;
2. Completion of Safeguarding Hub Enquiry Form (SHEF) and resulting action.
3. **PARENTING** Contract on return to school;
4. Short term exclusions on the breaking of the contract followed by a Planning Meeting;
5. **CONSIDERATION OF A PARENTING ORDER ISSUED BY THE COURT;**
6. Longer term exclusions.
7. Permanent exclusion or alternative schooling.

**WHAT SORT OF BEHAVIOUR IS DEEMED AS “UNACCEPTABLE”?**

The Academy identifies there are some forms of behaviour that are regarded as unacceptable which in other contexts might seem to be quite reasonable. This will arise whenever the behaviour disrupts lessons or interferes in any other way with the teaching and learning and smooth running of the Academy.

The following are examples of unacceptable behaviour:

* Impolite behaviour
* Bullying
* Excessive noise
* Using forbidden items in lessons (mobile telephones, music players etc.)
* Smoking
* Rudeness and inappropriately challenging language towards a member of staff
* Continually wearing incorrect school uniform
* Forgotten or incorrect equipment
* Chewing gum or eating/drinking in the classroom
* Late arrival to school
* Truancy from lessons

Behaviour that is regarded as serious breaches of the Academy’s code of conduct and could lead to fixed term or permanent exclusions:

* Theft
* Physical assault
* Defiance of the requests from a member of staff
* Bullying (including racial and sexual harassment)
* Deliberate damage to property
* Refusal to comply with the sanctions of the school
* Obscene language towards members of staff
* Verbal abuse to another student, including obscenities and the use of offensive language
* Extortion and/or intimidation
* Bringing inappropriate items into the Academy (offensive weapons, drugs etc.)
* Inappropriate use of texts or the internet

Where there is persistent and continuing disruptive and uncooperative behaviour then the exclusion of a student may be the most appropriate option. It is therefore necessary to look at any additional support available that would help improve the student’s behaviour.

The Academy has a range of strategies and support available both in school and from outside agencies to help students that are having behavioural problems. Support from outside agencies can be accessed through the completion of a SHEF (Safeguarding Hub Enquiry Form) form which Academy staff will complete with parents and pupils.

If a pupils’ behaviour continues to be disruptive or if the pupil has received a fixed term exclusion the Academy will ask parents to engage in a parenting contract.

# Fixed Term Exclusion

The Principal may exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. However, individual exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for pupils to reintegrate into the school. Exclusion can only be sanctioned by the Principal. Parents or Guardians of pupils who are to be excluded should be contacted, preferably by telephone, to advise them of the exclusion. On the day the exclusion takes place the pupil should be internally excluded for the remainder of the day. If parents cannot be contacted a formal exclusion letter and an additional letter of explanation should go home with the pupil and also be posted in a plain envelope. Pupils whose parents have been contacted should take a copy of the formal exclusion letter home. Extreme care should be taken regarding sending home on the day of exclusion. This should only take place on parents/guardians permission and a record of the date, time and content of the conversation must be recorded.

It is a legal requirement under the 2006 Education and Inspections Act that a parent should attend a re-admittance meeting interview following a Fixed Term Exclusion.

During the period of exclusion the school has a legal obligation to set and mark work for excluded pupils.

If an exclusion is for more than 5 days the Academy has a legal obligation to provide an education for the pupil on the 6th and subsequent days of the exclusion.

**WHAT IS A PARENTING CONTRACT - BEHAVIOUR?**

A parenting contract is a two-way formal written agreement between a parent and the Academy (delegated member of staff will sign the contract on behalf of the Academy); the contract is a voluntary agreement.

A parenting contract is intended to provide support to parents and to encourage a positive joint working relationship between the school and parents to address poor behaviour.

A parenting contract can be offered to parents/carer when a young person is demonstrating a pattern of poor behaviour which is likely to lead to either a fixed term or permanent exclusion. The purpose of a parenting contract is to improve the young person’s behaviour at school and to address any underlying causes. It is not to be seen as a punitive measure against the parent/carer nor will it be appropriate in all cases to draw up a parenting contract.

A parenting contract will be an appropriate course of action when the parent/carer wishes to address the young person’s poor behaviour but needs support to do so effectively.

If the young person fails to comply with the targets agreed in the parenting contract, coupled with continuing poor behaviour could result in the Academy referring the matter to the local authority where court proceedings will be initiated for a parenting order for behaviour. In such circumstances evidence that the parent/carer failed to comply with the contract could be presented to the court. Failure to comply with court orders usually results in a fine.

A requirement of a contract may be that the parent/carer attends a parenting support or parenting education programme (Triple P).

Regular review meetings will be held throughout the duration of the contract when targets can be amended as appropriate, and the impact of the contract can be monitored.

Parents who fail to comply with the parenting contract:

If a parent/carer fails to comply with a parenting contract relating to behaviour the Local Authority (LA) will consider applying to the court for a parenting order.

Parents who refuse to enter into a parenting contract:

If a parent/carer refuses to enter into a parenting contract the Academy will seek the necessary legal advice from the local authority. This could result in a parenting order being processed through the courts.

Parenting orders:

Parenting orders for pupils who are exhibiting persistent inappropriate behaviour enable the local authority (la) to address behavioural issues with parents, who despite the best efforts of the Academy are unwilling to engage voluntarily in helping to address the serious misbehaviour of their son/daughter in school.

A parenting order compels parents to engage in some form of parenting support designed to encourage and enable them to play a more supportive role; this could last for up to 3 months. The order can last for up to 12 months if it is considered reasonable to do so to allow the possibility of a breach and the order to be varied.

Further information on parenting orders is available from Torbay Council, children’s services – guidance and procedures for the use of (i) parenting contracts for pupils with low attendance or poor behaviour in schools (ii) parenting orders for pupils with poor behaviour in schools.

If parents fail to comply with an order:

If a parent fails to comply with an order, breach proceedings will be considered:

1. The Local Authority will ensure that everything has been done to secure the parents cooperation and compliance with the requirements of the order.
2. Formal warnings will be given in writing.
3. If unacceptable reasons for non-compliance are given or parents/carers refuse to comply with requirements, a decision will be made by the responsible officer from the la as to whether to return the case to court.

If a parent/carer is convicted of a breach they are liable for a fine not exceeding £1000. The court will also have available to it other sentences such as an absolute or conditional discharge, probation order or curfew order.

Further information can be found on the DfE website: [www.education.gov.uk](http://www.education.gov.uk)

# On Report

Pupils can be put on report for a range of reasons:

* to monitor punctuality and attendance
* to monitor behaviour
* to set targets for improvement.

Pupils on report will have to see teaching staff at certain periods during the day and at the end of the day. Parents should always be informed of a pupil being put ‘on report’ and their help and support enlisted where possible. They should be encouraged to see and sign the report on a daily basis.

# Home School Agreement

The Academy would wish to involve parents in both the rewards and sanctions procedures of the Academy.

Letters home commending a pupil are to be encouraged.

Where pupils are finding it difficult to comply with the Academy’s social objectives parents should be informed at the earliest opportunity and encouraged to assist the Academy in promoting good conduct.

Contact with parents should always be undertaken with the full knowledge of the Head of Year. The Academy has an official Home-School Agreement as laid down by the DfE which parents are asked to sign.

# Working with External Agencies

The Academy is fortunate on the number of agencies on which it can call for additional assistance.

TIC-TAC (Teenage Information Centre/Teenage Advice Centre) is available to students every lunchtime at both the Waterleat Road and Borough Road Centres. TIC-TAC offers a range of advice on health related issues and counselling.

The Academy’s Attendance and Welfare Officer is an integral part of the Academy’s pastoral system. Her main role is to assist the Academy in promoting good attendance but will also assist parents, pupils and teaching staff on issues of welfare and promoting positive behaviour.

# Restorative mentoring

Although provision from an external agency is not offered, the Academy provides opportunities to assist pupils with personal skills, social skills and communication skills to put them back on track.

**SEAL / THRIVE**

The Academy is able to provide these provisions for Key Stage 3 pupils with support in their emotional and social aspects of learning.

# Pupil Reflection Centre

The Academy has a Pupil Reflection Centre. This facility is aimed at supporting KS3 pupils who have Emotional and Behavioural Difficulties.

**Yalberton Project**

This project is aimed at engaging those pupils mainly at KS4 who are not engaging in mainstream education enabling them to work in a smaller provision with a view of them working on their social skills alongside ensuring they achieve good GCSE results and achieve their potential.

# Misbehaviour of Pupils outside the Academy

The Academy will discipline pupils, in line with the 2006 Education and Inspections Act, whose behaviour is unacceptable off the school premises, and not under the control of Academy staff, (for example, on the way to and from school). Staff should always discuss such disciplinary measures with a member of the Leadership Team before any course of action is taken.

Pupils on a Academy trip, for example Geography Field Trip, to a location other than the Academy sites and under the supervision of Academy Staff, Volunteers, Youth Workers, etc are subject to the Academy’s Discipline and Behaviour Policy.

# Confiscation of certain Items

Academy staff, as appropriate, will confiscate inappropriate items from a pupil where the item is interfering with the learning of the pupil or other pupils in the class or interfering with teaching. The confiscation of Mobile Telephones, Pen Knives, IPods, etc, must be undertaken with care, the items kept safely and securely and returned within a reasonable timeframe to the pupil or parent/carer. Consideration must be given regarding the necessity for the use of a Mobile Telephone at the end of the day. Staff confiscating an item from a pupil are liable for its safekeeping. It is recommended that items of value are locked away in a safe.

# Searching Pupils and their Possesions

The Principal may authorise the search of a pupil and or their possessions (including bags and lockers) without consent if there is reasonable grounds for doing so. The conduct of search is a power available to the Principal, not a duty. Reasonable Force may be used to execute the search.

This power applies to searching for weapons with the law being extended to cover also alcohol and controlled drugs.

Academy staff are legitimately able to ask pupils turn out their pockets.

Should it be deemed necessary, the Academy will, in exceptional circumstances, screen pupils for inappropriate items; this would include the taking of mobile telephones into a public examination.

# Use of Reasonable Force

Whilst it is encouraged that staff do not make physical contact with pupils especially in an attempt to ‘follow pupils’ or physically bring them back, the Academy has a Reasonable Force Policy which gives guidance on restraining a pupil in the following situations:

1. Stopping a pupil committing a criminal offence
2. Stopping a pupil from causing injury.
3. Stopping a pupil causing damage to property.
4. Stopping a pupil from prejudicing good order and discipline.

Staff involved in using reasonable force for a significant incident must record it in writing and convey the information to the Principal.