

## SCHOOL DISCIPLINE POLICIES

### PROMOTING POSITIVE STUDENT BEHAVIOUR POLICY

#### Policy history

1. Previously approved annually by the local governing body of PCSA
2. Approved by Bay Education Trust Board May 2016

<b>VERSION</b>	<b>1</b>	
<b>APPROVED</b>	<b>May 2016</b>	
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<b>SIGNED CHIEF EXECUTIVE</b>		<b>PRINT NAME</b> M J English
<b>SIGNED CHAIR OF TRUST BOARD</b>		<b>PRINT NAME</b> S Livesey

## 1. Introduction

This document fulfils the requirements for a school behaviour policy as laid down by sections 2 and 3 of the Education Act 1997, section 175 of the Education Act 2002, Education (Independent School Standards) England 2014 and has been further updated and reviewed to incorporate sections 88 to 96 of the Education and Inspections Act 2006 taking into account the Steer and Taylor Reports on Pupil Behaviour and expectations of staff and pupils.

It is posted on the Academy website in line with School Information (England) Regulations 2008.

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.

## 2. Aims of this policy

The aims of this policy are to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying (see Anti-bullying and Harassment Policy)
- Ensure that pupils complete assigned work
- Regulate the conduct of pupils.

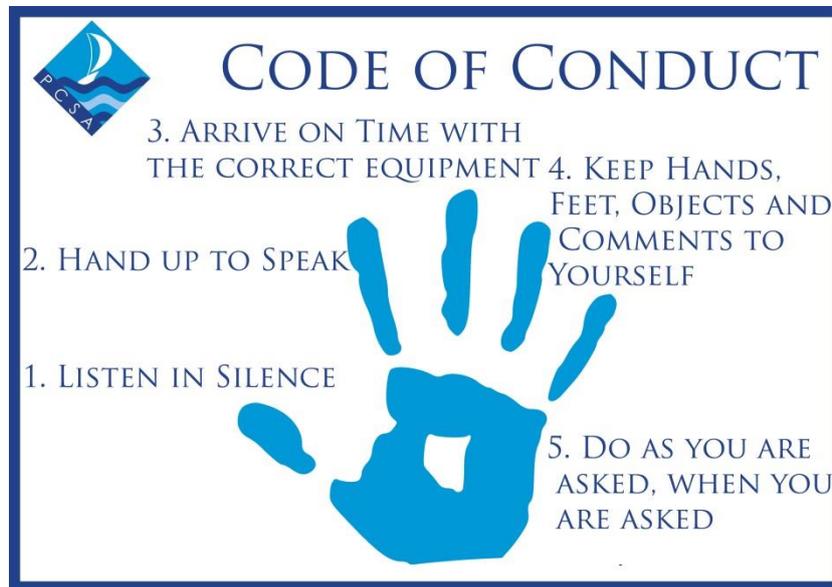
The academy believes that high expectations, behaviour and discipline are essential to successful learning and teaching. It aims to encourage respect for others, offer appropriate rewards and sanctions, enter into meaningful partnerships with parents and external agencies and address the issues of truancy,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

## 3. Culture of the academy

The ethos and aims of the academy are:

<b>BELIEVE AND ACHIEVE</b>
<b>We are a vibrant, happy and caring academy</b>
<b>We pride ourselves on high quality teaching and excellent learning outcomes for our students.</b>
<b>We recognise and provide for every young person as a unique and developing individual.</b>
<b>We include all students and provide opportunities for them to achieve above and beyond their potential</b>
<b>We have high aspirations and expectations of everyone within the academy</b>
<b>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.</b>

#### 4. Academy code of conduct



#### 4. Classroom expectations

The Code of Conduct is the basis of the expectations the academy has of its students. The following is a supplement to ensure all staff are aware of what is acceptable behaviour.

1. Staff are asked to be at the classroom before their students arrive whenever possible.
2. Students should be on time for lessons. Reasons for lateness should be checked with students at an appropriate time during the lesson.
3. Students should be orderly when waiting to enter a classroom. Staff passing through corridors should expect students waiting for another teacher to be behaving appropriately and intervene if necessary.
4. Students should be greeted as they enter a classroom, doing so in an appropriate, orderly manner, ready for learning. They should 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 the name of every student they teach as quickly as possible. Seating plans can be helpful.
7. Staff should remind students 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. This ranges from lots of verbal praise, awarding VIVO points, sending postcards home etc. Many of our students live with constant confrontation.
9. Dealing with discipline - see also 'Use of Reasonable Force Policy':
  - Quiet word on a one – to – one basis; a chance to put matters right.
  - Follow the "Consequences" procedure: C1, C2, C3 – Positive Behaviour Centre referral.
10. Inappropriate language is not acceptable either student to student or student to staff and should not be tolerated.

11. It is not acceptable for students to push each other, trip each other up or interfere with other students' property and such behaviour should not be tolerated.
12. Lessons should have an orderly finish with students listening to the teacher concluding the lesson.
13. Students should leave the classroom in an orderly fashion with staff seeing them out into the corridor whenever possible.

## 5. 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 below, the academy runs a Positive Behaviour Centre on both sites. The Positive Behaviour Centre is based on the belief that actions should lead to consequences.

### Procedures for the positive behaviour centre

- When a student 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 student infringes for a third time, they will need to be sent to the positive behaviour centre. At this point a behaviour unit report form must be submitted by staff which identifies the rules that have been broken (A – E) or there should be a written comment for a serious incident. It is important that this is done, as there is less chance of a student engaging in confrontation about why they have been sent to the Centre and staff there will be able to settle them more quickly and effectively.
- If the student refuses to leave, staff should phone the positive behaviour centre and they will be collected. If there is no phone a responsible student should be sent to the positive behaviour centre to inform staff that a student needs collecting.
- For a serious incident (violent assault, swearing at a teacher etc.), students should go to the positive behaviour centre immediately. Staff should inform positive behaviour centre staff of the seriousness of the incident which could be done by sending a message with a reliable student.
- Staff can send students to the centre at any time during a lesson, right up to the bell, but should not send them at the beginning of a lesson for something that happened in a previous lesson. C1s and C2s should not be carried over from one lesson to another. Every new lesson should be a new start.
- **When students have been removed from lessons and sent to the positive behaviour centre staff should aim to have a restorative conversation with them before the next lesson. Restorative paperwork will be placed into the BC pigeon hole in the staffroom.**

## 6. 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. Staff should take every opportunity to catch students '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.

### 6.1 Rewards

- Personal approval and praise by the teacher

- Assembly announcement, i.e. public praise/congratulations
- Prefect status
- Postcard home
- Academy council representative / form representative
- Email or letter of commendation to parents
- Letter of communication to the student (emails should not be sent to students)
- Sending to head of centre, deputy principal or principal for praise
- Annual trophies
- Annual certificates
- Year group celebration evening
- Trophies/medals
- Representing the academy at a range of activities
- Display of work in rooms/academy
- Rewards trips
- VIVO points
- Student of the month
- Coffee or lunch with the principal

## 6.2 Staff should aim to use more praise than sanctions

All staff in the academy must ensure the sanction used fits the misdemeanour and that it is a purposeful way of making amends. Section 91 of the Education and Inspections Act 2006 states the penalty must be reasonable in all circumstances and account must be taken of the student's age, any special educational needs, disability, religious requirements, race and other equality and human rights issues, in line with the Equality Act 2010. 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.

## 6.3 Sanctions

Sanctions currently available in the academy are as follows:

- Verbal reprimand
- Extra work. The writing of lines is not considered appropriate
- Completion of a task, eg community service, tidying room/hall, picking up litter etc.
- Cooling off for a few minutes outside the classroom door but within sight of the teacher. Students should not be outside a teacher's direct supervision for excessive periods of time, should never exceed 5 minutes, and should not be outside in bad weather
- Letter home to parent/guardian after discussion with the head of year
- On report (behaviour monitoring/work monitoring/attendance)
- Detention during break and/or lunch time
- Detention after the academy day
- Internal exclusion

Please note statutory requirements to give prior notice for after-school detentions
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For more serious incidents:

- Fixed term exclusions
- Permanent exclusions

Parents to be involved at all of these stages
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#### **6.4 Recording rewards**

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).

Students who are performing well in class, are particularly helpful, supportive or caring should be awarded VIVO points. Demonstrating British Values should lead to the awarding of VIVO points.

Students who represent the academy at a specific event, for example a music festival or Ten Tors, should always be rewarded with a letter of commendation.

### **7. Dealing with incidents of a serious nature**

Staff should always record incidents of a serious nature. This should include date, time, location and summary of what took place and the names of students and staff present. The report should also be signed by the member of staff, as should any witness statements which have been taken. See Appendix 1 for incident report form.

Statements should be taken from all who witness any incidents. It is very important, in the interests of natural justice, that the perpetrator has the opportunity to give a statement before a decision is made on any action to be taken. Asking students to write statements unsupported is only to be used to identify credible witnesses. Students who are credible witnesses should be properly interviewed. All statements from staff and students should be signed and dated. If a student is the victim of poor behaviour by another student, parents of the victim must be informed.

### **8. Pupils attending the behaviour centres**

The staff in the Behaviour Centres keep a record of visits and reasons for visits which will be copied to a student's file. These files are maintained by the Head of Year. Persistent visits to the Behaviour Centre could lead to pupils being fixed term excluded.

### **9. Detentions**

The academy uses a range of detentions for students under 18. This includes break time, lunchtime and after school. The principal delegates the power to issue detentions to all teaching and support staff. When using break time or lunchtime detentions as a sanction, staff should ensure pupils have reasonable time to visit the toilet and eat and drink.

The times outside normal academy hours when detention can be given (the 'permitted day of detention') include:

- a) Any academy day so long as the student does not have permission to be absent.
- b) Weekends other than the weekend preceding or following the half term break.
- c) Non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.

Parental consent is not required for detentions. As with any disciplinary penalty, a member of staff must act reasonably given all the circumstances, as described above, when imposing a detention. Academy staff should not issue detentions after school without informing parents in advance.

Academy staff should not issue a detention if they know that doing so would compromise a child's safety. When considering whether a detention outside academy hours is reasonable, staff issuing the detention should consider the following points;

- Whether the detention is likely to put the student at risk.

- Whether the student has known caring responsibilities which make the detention Unreasonable.
- Whether the parents can be informed of the detention. For instance, notice may not be necessary for a short after school detention providing the pupil can get home safely.
- Whether suitable travel arrangements can be made for the student by the parent. It does not matter if making these arrangements is inconvenient for the parent.

The principal has a duty, through heads of centre and heads of year, to ensure that all parents, pupils and staff are aware that teachers will use detention as a sanction. This information is included in the booklet entitled 'Information to Parents of New Pupils', which is updated annually and given to the parents / carers of all new students. The academy will ensure parents of students admitted to the academy part way through the academic year are aware that detention is used as a sanction. 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 academy will give advance notice to the parents before an 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, when, where and for how long the child will have to remain at school. This is for information and not to seek parental permission. In very exceptional cases, staff may keep students immediately at the end of the academy day when they are sure it will not compromise a child's safety and they will not miss transport home. However, this should never be more than 10 minutes unless parents have been informed.

## **10. Persistent offenders**

A persistent offender is a student who constantly repeats unacceptable behaviour and counselling, support mechanisms and sanctions have failed to modify that behaviour. A persistent offender is a student who is unable to conform to the normal accepted standards of behaviour, who is unable to work appropriately in class and is unable to allow others to work in the academy community.

The academy is mindful of the difficulties that the offenders themselves may experience such as poor self image and ill-considered parental support, however the academy's first concern will be the group of students who are adversely affected by the behaviour of the persistent offender. If the needs of the two groups (offenders/peers) cannot be resolved when both are present in the same classroom, the academy will 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 and outside agencies will be well informed of the problems. Failure to effect an improvement over the period of a school term will lead to specific strategies being employed for persistently disruptive students. This will involve some or all of the following:

- a) Planning meeting involving parents and outside agencies
- b) Completion of a safeguarding hub enquiry form (SHEF) and resulting action
- c) Short term exclusions on the breaking of the contract followed by a planning meeting
- d) Longer term exclusions
- e) Permanent exclusion, alternative schooling or a managed move to another school.

## **11. Unacceptable behaviour**

The academy identifies that 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, learning, pupil progress and smooth running of the academy.

The following are examples of unacceptable behaviour:

- Impolite behaviour towards students and staff
- Bullying of students or staff
- Excessive noise
- Using forbidden items in lessons (mobile telephones, music players etc.)
- Smoking on academy premises in academy uniform or under the supervision of academy staff
- 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 online racial and sexual harassment)
- Deliberate damage
- Refusal to comply with the sanctions of the school
- Use of obscene language
- Verbal abuse to another student, including obscenities and the use of offensive language
- Extortion and/or intimidation of others
- Threatening behaviour to students, staff or members of the local community
- Bringing inappropriate items into the academy (offensive weapons, knives, drugs etc.)
- Inappropriate use of texts, social media and/or the internet
- Damage to academy property or property belonging to others.

If 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), which academy staff will complete with parents and students.

## **12. Fixed term exclusion**

The principal may exclude a student 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 students to reintegrate into the school. Exclusion can only be sanctioned by the principal or their designated representative. Parents or guardians of students who are to be excluded should be contacted, preferably by telephone, to advise them of the exclusion.

On the day the decision to exclude takes place, the student 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 student and also be posted in a plain envelope. Students whose parents have been contacted should take a copy of the formal exclusion letter home. Extreme care should be taken if considering sending home on the day of exclusion. This should only take place with 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 exclusion is for more than 5 days, the academy has a legal obligation to provide an education for the student on the 6<sup>th</sup> and subsequent days of the exclusion.

### **13. On report**

Students can be put on report for a number of reasons:

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

Students on report will have to see academy staff at certain periods during the day and at the end of the day. Parents should always be informed of a student being put 'on report' and their help and support enlisted if possible. They should be encouraged to see and sign the report on a daily basis.

### **14. Home school agreement**

The academy believes education is a partnership between the young person, their family and the academy. The academy wishes to involve parents in both the rewards and sanctions procedures of the academy. Every parent who has a child attending the academy, will be asked to jointly sign with the academy a home school agreement which outlines the part each will play in promoting their child's education.

If students are finding it difficult to comply with the academy's expectations, parents should be informed at the earliest opportunity and encouraged to assist the academy in promoting good conduct.

### **15. Attendance and welfare officer**

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, students and teaching staff on issues of welfare and promoting positive behaviour. In addition, the academy has a family support worker who gives direct support to individual families.

### **16. Restorative mentoring**

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

### **17. SEAL / Thrive**

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

## **18. Pupil reflection centre**

The academy has a pupil reflection centre. This facility is aimed at supporting KS3 students who have emotional and behavioural difficulties and would benefit from a limited period in a small group setting.

## **19. Yalberton project**

This project is aimed at engaging those students mainly at KS4 who are not engaging in mainstream education. The provision allows them to work in a smaller setting with a view to working on their social skills alongside giving them the opportunity to gain good GCSE results and achieve their potential.

## **20. Misbehaviour of students outside the academy**

The academy will discipline students, in line with the 2006 Education and Inspections Act, whose behaviour is unacceptable off the school premises, and when 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.

Teachers may discipline students for:

- misbehaviour when the pupil is:
  - taking part in any academy-organised or academy-related activity
  - travelling to or from the academy
  - wearing school uniform
  - in some other way identifiable as a student at the academy
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the academy
  - poses a threat to another student or member of the public
  - could adversely affect the reputation of the academy.

Pupils on an 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.

In the event of misbehaviour, the teacher can, if necessary, discipline the student on academy premises or elsewhere when the student is under the lawful control of the staff member.

## **21. Confiscation of personal property**

Academy staff, when necessary, will confiscate inappropriate items from a student if the item is interfering with the learning of the student or other students in the class or interfering with teaching. The confiscation of mobile telephones, iPods, etc, must be undertaken with care, the items kept safely and securely and returned within a reasonable timeframe. The timeframe will be set at the time of the confiscation, to the student or parent/carer. Consideration must be given to the need to use a mobile telephone at the end of the day. Staff who confiscate an item from a student are liable for its safekeeping. It is recommended that items of value are locked away in a safe.

## **22. Searching pupils and their possessions**

The principal may authorise the search of a pupil and or their possessions (including bags and lockers) without consent if there are reasonable grounds for doing so. This authorisation is a power available to the principal, not a duty.

Power to search without consent for “prohibited items” include;

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any item that has been, or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the academy rules which has been identified in the rules as an item for which such a search may take place.

Legislation sets out what must be done with prohibited items found as a result of a search.

Weapons, knives, suspicious substances and pornography should not be brought into the academy and will be handed over to the police. For all other items it is at the discretion of the Principal to decide if and when to return a confiscated item.

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

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

Should it be deemed necessary, the academy will, in exceptional circumstances, screen students for inappropriate items. This includes the taking of mobile telephones into a public examination.

### **23. Use of reasonable force**

It is recommended that staff do not make any physical contact with students especially in an attempt to stop them leaving a room, physically bring them back into a room or force them to turn around and face the member of staff. The academy has a ‘Use of Reasonable Force Policy’, which gives guidance on when it is acceptable to restrain a student. This includes the following situations:

- a) Stopping a student committing a criminal offence
- b) Stopping a student from causing injury
- c) Stopping a student causing damage to property
- d) Stopping a student from prejudicing good order and discipline.

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

## Appendix 1 – Incident report form

<h1>Incident Report Form</h1> <h2>Academic Year 2015/2016</h2>					
Name of Student:		Year Group:		Date:	
Site:	Teacher Writing Report:				
Time of incident:	Location of Incident:		Witnesses		
Action Taken e.g (Parent Phoned/ B. Unit)					
<b>Brief Summary of Points:</b> <ul style="list-style-type: none"> <li>• <b>Bullet points giving outline of events</b></li> </ul>					
<p><b>Report: This should be A CLEAR AND FACTUAL ACCOUNT OF THE INCIDENT</b>  <b>Care should be taken that information is clear and detailed and includes:</b></p> <p><b>Background to the event:</b>            i.e. 8G2 were on their way to the gym for the start of their P2 lesson with .....</p> <p><b>Precise location – any CCTV?</b>            i.e in the corridor between the gym and the PE office</p> <p><b>Exact time where possible</b> (this could be useful if CCTV available)</p> <p><b>Who was present:</b>            Students and staff – get statements from all present</p> <p><b>Actions taken:</b>            Details of phone calls, isolation, conversations with HOY etc</p> <p><b>Historical Info:</b>            Previous exclusions, interventions, SEN status</p> <p><b>Statement from the perpetrator:</b></p>					

What do they tell you about these events?

**NB! Only include information you would be willing others to see i.e. parents, governors  
THIS COULD BE USED AS EVIDENCE IN AN APPEAL**

Signed: **MAKE SURE THERE IS A NAME (IF SENT ELECTRONICALLY) OR  
SIGNATURE AND THAT IT IS DATED**

Dated: