



Denefield School Governors Behaviour and Discipline Policy

Status: Statutory

Purpose

The governing body believes that in order to enable effective learning and teaching to take place, the school needs to set high standards of behaviour for students and should encourage good work habits from the moment a student enters the school.

Aims

To make the school a place where:

- All individuals are respected and their individuality valued.
- Where students are encouraged to achieve their potential in a safe environment free from disruption.
- Where self-discipline is promoted and good behaviour is the norm.
- Where rewards and sanctions are applied fairly and consistently.

Who/what was consulted

The local authority consultant governor, student focus group, student council, staff and parents took part in a review of behaviour in order to develop this policy.

Relationship to other policies

This policy should be read in conjunction with the attendance policy; the learning and teaching policy; the equal opportunities policy; the anti-bullying policy; the race equality policy and the SEN policy. Reference can also be made to the learning and teaching handbook.

Roles and Responsibilities:

The Head teacher's role is to determine the standard of behaviour acceptable to the school community. He/she has the overall responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Head teacher is expected to:

- Promote self discipline and proper regard for authority among students.
- Encourage good behaviour and respect for others, and to prevent all forms of bullying.
- Regulate the conduct of students through observation, reporting and monitoring systems.

All staff are expected to:

- Encourage students to behave appropriately and show respect for others.
- To apply all rewards and sanctions fairly and consistently.
- Plan interesting and demanding lessons that keep students engaged and encourage good behaviour.

Curriculum Leaders are charged with ensuring that programmes of study and the methodology used in each subject are well thought out and of a consistently high standard.

Standards of behaviour and attendance

Punctual attendance at school and lessons is required by all students.

All absence from lessons must be explained. All unexplained absence will be followed up with parents (by the relevant staff).

It is understood that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive learning and teaching is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.

Through regular discussions at (CA/Guidance Team/School Council) meetings the school will ensure that staff apply all standards consistently and fairly.

Rewards and Sanctions:

It is important to reward success in whichever field it occurs. Rewards are given as follows:

- A simple 'Well done'
- Postcards and letters home
- Attendance draws
- Student of the term/month
- KS3/4 Awards ceremonies
- Head teacher's Award

The following sanctions may be used in the school in appropriate cases:

- Conversation and call home about behaviour
- Carrying out useful tasks to help the school/coursework catch-up
- Detention after school hours – 1 hour, Senior staff- 2 hours and Saturday SLT – 3 hours
- Removal from the group/class or particular lessons to call out rooms by CL
- Withdrawal of break or lunchtime privileges – Subject DT
- Withholding participation in educational visits or sports events which are not essential to the curriculum
- Removal to work within the Inclusion Centre/Re-integration programme
- Fixed and permanent exclusion

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

Disability

Where the misbehaviour of students is related to a mental or physical disability, the governors expect the Head teacher to make reasonable adjustments to enable those students to be included within the school community.

These will include:

- Ensuring that staff have had training in the nature of disabilities, and how they should treat students with disabilities.
- Ensuring that staff are aware of any student with such disabilities.
- Ensuring that help is sought from the LA to enable the school to make reasonable adjustments.
- Ensuring that school resources are committed to assist in making reasonable adjustments.

- Making reasonable adjustments to school organisation or of the timetable of particular students.

Arrangements for monitoring and evaluation

Monitoring of behaviour is carried out each cycle by all middle leaders and appropriate intervention used to support improvement. Information about behaviour is regularly shared with the governing body during Curriculum Committee meetings. Information about exclusions is regularly shared with the Full Governing Body in the Head Teacher's Key Performance Indicators Report. Reductions in the number of detentions recorded would be one measure of success.

Date established by governing body: 22/3/10

Date for full implementation: 22/3/10

Date for review: MARCH 2011