



THORNHILL SCHOOL DISCIPLINE AND BEHAVIOUR POLICY

This policy has been developed, taking into account the guidance from the Department for Education February 2014, to aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

Teachers powers:

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff, therefore teachers may discipline pupils for misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity, or
 - travelling to or from school, or
 - wearing school uniform, or
 - in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, or
- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

The following aspects of school practice have been considered in developing this policy;

- 1) A consistent approach to behaviour management;
- 2) Strong school leadership;
- 3) Classroom management;
- 4) Rewards and sanctions;
- 5) Behaviour strategies and the teaching of good behaviour;
- 6) Staff development and support;
- 7) Pupil support systems;
- 8) Liaison with parents and other agencies;
- 9) Managing pupil transition; and
- 10) Organisation and facilities.

It is the School's aim to provide a calm, secure and safe teaching and learning environment where everyone works to create a caring and supportive community in which all members afford dignity to each other.

The School recognises that good behaviour is the result of good relationships, mutual respect between teachers and pupils and proper regard for authority. It will seek to establish such relationships and promote good discipline positively.

It has high expectations of its pupils' academic and social abilities and seeks to encourage their growing maturity and self esteem.

The School places great emphasis on rewards and the belief that by acknowledging the success of individuals it is encouraging good attendance, conduct and academic achievement.

It is committed to deal effectively with poor behaviour by fostering an atmosphere of good discipline. This is achieved through a clear definition and uniform application of attainable standards and expectations which are seen as fair to all whilst recognising the individual child.

The School values close co-operation between home and school and views parents and staff as equal partners with equal concern. It will seek to involve parents fully (and external agencies if necessary) if a pupil's behaviour is giving cause for concern.

Thornhill School's Behaviour for Learning (BfL) is a system of behaviour management designed to sustain a calm, pleasant and positive learning environment throughout Thornhill School. For classroom teachers it deals with good and bad behaviour in the classroom and tutor group time. The reports, both group and individual within the system allow form tutors and Heads of House quick and easy access to behaviour information so that early intervention into behavioural issues is straightforward and supportive / beneficial.

PRAISES

- BfL is focussed on the awarding of praise points to pupils by teachers for good behaviour in the classroom. We want to maintain our positive learning environment with pupils and staff working together to achieve the same goals.
- There are four praise points that may be awarded in any lesson/tutor group period so that potentially a pupil can earn 28 praises per day and 140 praises per week.
- Our aim is to award three times the number of praise points as consequences!
- All praise points should be shown on the interactive whiteboard.
- Positive messages with regard to praise points and rewards are displayed throughout the school.

There are five key areas of classroom behaviour which have been identified and presented to the pupils. These are:

1. Arriving on time, prepared to learn and paying attention to the teacher throughout lessons.
2. Being helpful and assisting the teacher and other pupils throughout your lessons.
3. Working hard and concentrating in all lessons.
4. Being pleasant, polite and courteous.
5. Behaving in a way that helps to create a positive atmosphere in all lessons.

Obviously there are many good behaviours covered within these five broad areas. The idea of having five areas is to give the pupils a clear, understandable and recollectable picture of good classroom behaviour. It is something for them to hang the BfL system on. However, there is discretion for staff to reward all good classroom behaviour using their own professional judgement. Having said this, the five headings should give a very broad range of rewardable behaviours. The praise points are logged onto the I.T. based monitoring system.

Tutor Group Registration / PDL

Up to four praise points are available each morning in tutor group time. These are specifically for:

- Punctuality
- Correct basic equipment (pen, pencil, ruler)
- Correct uniform
- Having a planner

These are logged into the system as usual.

CONSEQUENCES

Running alongside the praise points system for good learning behaviours is the consequences system for poor classroom behaviour. The consequences system is intended to be implemented calmly because it is focussed on removing emotional and confrontational elements from the awarding and administration of sanctions.

The sanctions within the system are :

- C1** Warning
- C2** Warning / second
- C3** Automatic classroom teacher detention
- C4** Removal from classroom by DoL to another room within the department, followed up within the department by a 30 minutes teacher detention or removal from the classroom by on-call staff.

Again we have five areas of behaviour which cover virtually all forms of challenging or disruptive classroom behaviour. The underpinning rationale thinking is that pupils will be easily able to absorb and understand the five behaviours which attract praise points and the five behaviours which attract consequences.

Consequences can be given for:

1. Not having appropriate equipment for lessons / interrupting the teacher after a lesson has started, for example by arriving late or inappropriate talking.
2. Preventing other pupils from working in any way.
3. Failing to work as instructed by the teacher.
4. Aggressive language or behaviour.
5. Being disrespectful to staff or other pupils.

As with praise points the thinking has been to provide a short list of behaviours which attempt to cover all poor classroom behaviours, where there is also a level of professional judgement required from staff. For the system to work for all of us, staff and pupils, it has to be open, transparent and fair. C3 detentions will be robustly supported by school systems in that all pupils **will** do correctly awarded C3 detentions. However, where detentions are awarded in breach of the system, they cannot be supported.

Consequences in BfL are sequential and C1 and C2 must be awarded before C3 is given and hence before C4 is given. The only exception is if the teacher wishes to award a detention for lack of homework then C3 can be recorded for this reason only with completing C1 and C2, or if C4 is required for on-call.

Teacher in Classroom

Warning



C1



Warning



C2



Warning



C3



C4



On Call is still available to class teachers but only for, “grave and serious misbehaviour which presents the threat to continuation of a lesson or imperils the immediate safety of pupils and / or staff. On-call staff may decide the behaviour warrants INEX or other intervention. This will be at the discretion of on-call staff.

Removal from classroom by DoL for supervision within the department. Removal by on-call staff.

As can be seen on the previous diagram the 'on call' system remains in place but it is most important that 'on-call' is only used in a situation where grave, serious, threatening or violent behaviour is taking place. Then and only then should staff move to the 'on-call' route rather than going through the consequences system. In the case of a pupil's escalating bad behaviour beyond a C3 the correct action is to issue a C4 where the relevant action will involve the support of a DoL. If 'on-call' is required then the classroom teacher should record this as a C4. In either case the route taken by the pupil should be recorded in the C4 drop down menu.

As with praise points, consequences are visually displayed when given so that pupils know exactly where they stand in a particular lesson.

Consequences are logged onto the I.T. BFL recording system.

The logging system allows for slightly more detailed behaviour descriptions (the drop down menus) than the five areas that have been published to the pupils.

A pupil who has received a C3 detention (15 minutes teacher detention) is given a detention slip as formal notification

DETENTION MANAGEMENT

- Class teacher enters C3 on the logging system.
- Class teacher issues pupil with a detention slip indicating the time and date of the detention.
- The system produces a list of detainees for each teacher on the date of the detentions.
- Class teacher uses the system to record attendance/absence of detainees.
- If pupil fails to attend the system notifies the DoL and departmental detention slip (30 minutes) is issued (again this slip is much simplified).
- DoL uses the system to record attendance/absence of detainees.
- If the pupil fails to attend departmental detention the system notifies school and a school detention (45 minutes) is issued.

MONITORING

HoH will monitor praise points and consequences on a weekly basis to establish individual behaviour patterns which may drive further praise or perhaps further modifications/sanctions. Praise points and consequences data will be made available to DoLs and so can be included in departmental monitoring/evaluations and may feature in discussions in support and challenge meetings. Comparative data charting the issue of praise points and consequences across the school will be available for analysis and evaluation.

BULLYING AND ASSAULTS

Firm measures are taken to ensure that all our staff, pupils and visitors to the school can feel that the school is safe and secure. The governors have developed a wide range of procedures for reporting and dealing with bullying in all its forms. We expect the support of all parents in keeping the school safe and secure.

The school has a group of award-winning trained peer mentors who help pupils who are experiencing problems in school.

HOMEWORK

Homework is set for all pupils. The amount varies according to the subject and the child's age. Every pupils is supplied with a homework timetable and planner in which homework is recorded and checked by tutors. Parents are expected to check and sign the planner weekly.

JEWELLERY AND OTHER VALUABLE ITEMS

A school uniform is prescribed for all pupils.

Children need comfortable hard-wearing clothes for school which are also inexpensive and easy to wash. The only jewellery allowed in school is a wrist watch.

Any illegal substances, dangerous items and items of value should not be brought into school.

Large amounts of cash must not be brought to school. Payment for excursions and trips should be made in cheque form and a receipt obtained from the members of staff.

School cannot be responsible for security if items are lost or stolen.

In cases of continued poor behaviour in lessons, regular lateness, absconding or truancy, pupils can be placed on special supervision by head of department or head of house. Parents are requested to check and sign special supervision forms each evening. There may be instances where it is appropriate to internally exclude a pupil. In this situation the pupil will be placed in the INEX (Internal Exclusion provision). They will do the work they have been set in the INEX and remain there during break and lunchtime. If they misbehave in the INEX then they face a formal exclusion

In the case of very serious cases of misbehaviour a pupil may be excluded from school. This is a very serious step and one which is done under the supervision and with the authorisation of the Headteacher.

There are two types of exclusions:

- (i) **Fixed period exclusion** – where the pupil may be excluded for a maximum of 45 days in any one academic year. The Chair of Governors and Local Authority are informed. Parents in such cases have the right to make representation to the School Governors.
- (ii) **Permanent exclusion** – sometimes referred to as suspension. Parents, Chair of Governors and Director of Education must be informed. The exclusion is referred to the Governors for a decision on re-admittance. The parents are asked to attend the hearing.

Further details can be obtained from the Local Authority at the Civic Centre.

ATTENDANCE AND PUNCTUALITY

High standards of punctuality and attendance are expected from pupils. These two aspects are not only important in school life but also in the world of work.

A pupil who returns to school after an absence must bring a note on the day of return signed by a parent or guardian, explaining the absence. Parents should also assist by telephoning the school prior to 9.00 a.m. should their child need to be absent.

The School Attendance Officer / Attendance team will investigate any unexplained absences or suspected truancy.

Pupils should be on the premises before 8.40 a.m. for registration. Pupils who are late for school receive a detention with their Head of House.

Pupils who regularly arrive late for school may be placed on special late supervision – the form being signed by tutor, head of house and parents. If there is no further improvement parents will be invited in to discuss the matter.

Please refer to the following documents for further information.

Uniform
Timing of the school day
Planner
Homework

CONFISCATION OF INAPPROPRIATE ITEMS

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
- 2) Power to search without consent for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items

- tobacco and cigarette papers
- fireworks
- pornographic images
- any article 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 school rules which has been identified in the rules as an item which may be searched for.

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

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item, electronic devices including mobile phones and electronic cigarettes are placed in the school office and must be collected by a parent/carer.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.

Authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Mobile phones, other electronic devices and electronic cigarettes may be searched for without consent without the use of force.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

This policy needs to be read in conjunction with the Safeguarding and Child Protection Policy.

K. Monte, November 2010

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