



CARMEL COLLEGE

STUDENT BEHAVIOUR AND DISCIPLINE POLICY

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STUDENT BEHAVIOUR AND DISCIPLINE POLICY

Legal Framework:

DfE guidance, 'Behaviour and Discipline in Schools' (2014), has been taken into consideration when producing this policy. It outlines that:

- 'Teachers have power to discipline pupils for poor behaviour which occurs in school and, in certain circumstances, outside of College.
- The power to discipline also applies to all paid staff (unless the Head of School says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. 'They must ensure that arrangements are made to safeguard and promote the welfare of pupils.'

Aims:

Teachers should demonstrate their own adherence to the underlying Christian values of the College by the way they promote good behaviour and in their responses to students. In exercising their authority staff should be honest, fair and just. Setting a good example will result in students feeling happy, secure, wanted and valued. The policy aims to:

- promote good behaviour, self-discipline and respect through a consistent approach
- prevent bullying – see Anti-Harassment and Bullying Policy
- ensure that students complete assigned work
- regulate, as appropriate, the conduct of pupils

Core Principles:

Let the peace of Christ rule in your hearts, remembering that as members of the same body you are called to live in harmony, and never forget to be thankful for what God has done for you.

(Colossians 3:15-16)

- Children have a right to attend school in safety and to learn without disruption.
- Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their students. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff
- Students being disrespectful should never be tolerated; students should show respect to staff at all times and in turn, staff should be sensitive to the needs of

students. STAFF AND STUDENTS SHOULD BE COURTEOUS AND RESPECTFUL AT ALL TIMES.

- Rewards are more effective than punishment in motivating students. Good behaviour and achievement must be rewarded.
- Discipline should be constructive in nature and staff attitudes must be consistent.
- Discipline works best when enforced immediately. Standards must be met or referrals made. A rigid code of consistent conduct is necessary for the vast majority of students but should ensure that the small minority of disruptors are aware of the rules and sanctions that will be imposed.
- Parental engagement is crucial and the support of parents essential for the maintenance of good behaviour.
- Students with behavioural issues will be supported through the pastoral system and the Emmaus Centre
- The College acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and/or Disabilities

Systems and procedures

It is important that all staff ensure that standards are maintained and are **consistent**. Instances of misbehaviour must be dealt with by the teacher present at the time of the incident. Where examples are mentioned it is important to remember that they are not exhaustive lists.

Expected classroom behaviour:

- Arrive on time and enter room quietly
- Stand when another teacher or visitor enters the room and greet them appropriately.
- Come to lessons properly equipped
- Treat others, their work and equipment with respect
- Students must take their diaries to all lessons
- Students should not be allowed to wear outside coats, non-uniform items of clothing or jewellery
- Students should not be allowed to leave a lesson without a note or pass and only for very good reason

Expected behaviour at break and lunchtime:

Students should conduct themselves in an orderly fashion in corridors, the dining rooms and wet weather rooms. Coats should not be worn indoors. Where possible, students should walk on the left and line up quietly at the beginning of lessons. Mobile phones must ***not*** be used in the building especially in the dining rooms.

In good weather, students should go outside to the designated areas. Wet weather rooms are assigned to each year group in times of inclement weather. Students should not run around or eat in these rooms.

Behaviour out of college:

Carmel College is committed to ensuring our students act as positive ambassadors. The same behaviour expectations for students on college premises apply to off-site behaviour.

Therefore, we expect the following:

- Good order on all transport (including public transport) to and from college during educational visits
- Good behaviour on the way to and from school. In the event of poor behaviour reported on college buses, the college, and in some cases the LA, has the right to withdraw travel passes
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

Incidents off-site:

Under the Education and Inspections Act (2006), the College has the right to exercise discipline beyond the College premises. This includes misbehaviour:

- on activities arranged by the College such as work experience, educational and sporting events
- on the way to and from college (including on the buses)
- when wearing the College uniform in a public place
- which could have repercussions for the orderly running of the College
- poses a threat to another student or member of the public
- which could adversely affect the reputation of the College

In response to **non-criminal** bad behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the College will investigate the incident, communicate with parents and discipline students accordingly.

Incidents involving technology (e.g. mobile phones/chat rooms/internet sites):

Mobile phones must **not** be used inside the building. The use of defamatory or intimidating messages/images inside or outside of the College will not be tolerated. Disciplinary sanctions will be applied to perpetrators.

Disciplinary action against students found to have made malicious accusations against staff and other adults working in the College:

In order to fulfil its commitment to the welfare of children, Carmel College has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school reference can also be made to the Carmel Education Trust Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Carmel Education Trust Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Head Teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Governing Body and Directors of Carmel Education Trust.

Any student found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Rewarding good behaviour:

Frequent use of encouraging language and gestures, both in lessons and around the college is to be encouraged, so that positive behaviour is instantly recognised and positively rewarded.

Praise is a much more powerful tool than sanctions and is much more in keeping with the ethos of the college. Examples of rewards include:

- Congratulatory post cards home
- Personalised letters to parents
- Certificates
- Celebration assemblies
- Special privileges
- Prizes

Merit System:

It is important, that if it is to be effective, the merit system is used consistently and frequently as a tool to promote desirable behaviour. All staff should aim to give at least two merits per week in all classes in addition to those awarded for academic success and effort. Merits should be recorded via the class register on SIMS. Staff can find instructions on how to do

this via SharePoint. The School Merit Coordinator will run reports from SIMS to get merit totals and allocate awards accordingly. Awards are allocated as follows:

- 20 Merits – Bronze
- 40 Merits – Silver
- 60 Merits – Gold
- 80 Merits – Platinum

Each overall year award winner will receive the merit trophy in End of Year Mass. The Form with the highest cumulative number of merits is awarded the Form Shield. The merits are combined with points scored for House competitions to decide the winner of the Whiteside Cup.

Sanctions and interventions:

Sanctions are more likely to promote positive behaviour if the students see them as fair. Staff should be clear, therefore, that they:

- are dealing with the behaviour and not stigmatising the students
- impose sanctions fairly and consistently
- use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour'
- attempt to link the concept of sanctions to the concept of choice, so that the students see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour
- avoid whole group sanctions that punish the innocent as well as the guilty
- never issue a sanction which is humiliating or degrading

The College will consider the imposing of sanctions on an individual case basis, will always act **lawfully, reasonably and proportionately** and will draw from a range of strategies including:

- **One to one admonishment**
- **Withdrawal from classroom**
- **Behaviour/Monitoring reports**
- **Multi agency assessments**
- **Withdrawal of access to the college IT system (e.g. if the student misuses it)**
- **Confiscation of property** - the College reserves its right to confiscate, retain or dispose of a student's property i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against the College's uniform rules/an item which poses a health or safety threat/illegal items). It also has the 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, caused personal injury or damage to property
- Any item banned by college rules such as chewing gum, aerosol sprays, e-cigarettes, energy drinks.

Records of confiscated items will be kept and items will be stored safely and returned to the student and or parent as appropriate – normally at the end of the college day. However, illegal items will be handed over to the police

- **A variety of forms of detention (e.g. break and lunchtimes)**
- **Withholding participation in a school event/trip/sporting activity**
- **Withdrawal of break or lunchtime privileges**
- **Carrying out a community/useful task in the college**
- **Restorative approaches**
- **Internal exclusion** - In many instances internal exclusion is more appropriate than a fixed-period exclusion. If a student is on internal exclusion, it will be for a limited period only (as defined by the College) and appropriate work will be set. The College will ensure that students are kept in isolation no longer than is necessary and that their time spent there will be used constructively.
- **A fixed period exclusion** (note: students excluded from college for more than 5 days will receive full-time education elsewhere from the sixth day)
- **Permanent exclusion – see also DfE and LA guidance. Permanent exclusions will be considered for:**
 - Serious actual or threatened violence against another pupil or adult;
 - Sexual abuse or assault;
 - Supplying an illegal drug;
 - Carrying an offensive weapon
 - Persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on school premises.

Procedures for dealing with misbehaviour:

In the first instance, misbehaviour should be dealt with by the teacher on the spot. If a student's attitude and behaviour leads a member of staff to believe that he/she has the potential to cause major disruption the teacher should refer him/her to the Curriculum Leader (lesson disruption) or Pastoral Learning Manager (disruption during breaks and lunchtime).

Classroom Management:

Teachers should maintain high standards at all times and should impose sanctions when students fail to adhere to these standards. When a student fails to meet the standards set out in college/departmental policies, the member of staff should complete a written referral to the Curriculum Leader outlining the problem and action taken by them. **Curriculum Leaders must accept responsibility for classroom standards in their departments and must monitor the classroom management of staff in their department. They must**

impose sanctions on referred students and liaise with the Pastoral Learning Manager /Vice-Principal (CGSP) to ensure that behaviour records are kept up to date.

Behaviour management will be a regular feature of teacher training especially for new, inexperienced or struggling staff.

Homework:

Homework is compulsory; failure to hand in work on time without a reasonable explanation must result in a sanction being imposed. Failure to adhere to this sanction must result in a referral to Curriculum Leader.

Serious incidents:

When an incident occurs during a lesson of sufficient seriousness that it needs immediate action, staff should send one student not involved in the incident with a note to the Vice-Principal, Pastoral with the instruction that if s/he is not available they ask a member of the office staff to send a member of the SLT.

Students who have been referred more than twice in a period of two weeks should have written comment in their diary and a written referral should be sent to the Pastoral Learning Manager. For serious incidents an immediate referral should be made, however on all occasions reasons for referral and sanctions imposed should be recorded. (email/Sims)

In cases of extreme misbehaviour, (e.g. behaviour which threatens the safety of students and/or staff, the services of external agencies such as the Police or social care may be called upon.

The College will co-operate fully with external agencies such as the Police/Social Services and will liaise with parents as appropriate or within the guidelines of the law and statutory duties outlined by the Government's Department for Education.

Use of reasonable force- see also MAT Policy

Where 'reasonable force' is required to prevent a child displaying dangerous behaviour from hurting themselves or others, care will be taken to adhere to DfE 'Use of Reasonable Force' (2013) guidance. The school will ensure that staff have safe handling training that complies with this guidance.

Role of the Pastoral Learning Managers:

Pastoral Learning Managers are responsible for dealing with students whose behaviour has warranted the involvement of parents.

It is usually consistently disruptive students who cause most teachers problems. The Pastoral Learning Manager may be involved with a particularly serious incident which in itself necessitates the involvement of parents.

Where an individual or group of students prove to be disruptive, staff who teach these students should join together to develop a coordinated action to deal with the problem. Staff should meet under the leadership of the Vice-Principal and Pastoral Learning Manager to -

- Identify the disruptive
- Formulate a combined strategy for dealing with such students

Such a meeting should be initiated by Pastoral Learning Manager on the basis of referrals. If a student is referred for any reason either to the Curriculum Leader or Pastoral Learning Manager this should be recorded in the students diary as a means of informing parents. Diaries should be checked by the form tutor not less than once per week.

Report Forms:

Report forms are designed to monitor attitude, behaviour and general ability of a student to conform to all standards expected in both academic and pastoral areas.

Departmental Reports:

A Curriculum Leader should place a student on departmental report if they have been referred twice or more within a two week period and the report should operate for a minimum of two weeks. Students must receive satisfactory reports for all lessons during the period of the report; failure to do so must result in-

- Further sanctions imposed
- Referral to the Pastoral Learning Manager detailing issue and sanctions imposed.

Behavioural Report

A Pastoral Learning Manager should place a student on behavioural report if-

- They are referred by a Curriculum Leader
- Referred by a form tutor when they have two or more referrals in a week.
- If they have been referred for poor behaviour at least twice in the period of a week for poor behaviour outside of the classroom.
- For an incident that in itself is regarded by Pastoral Learning Manager as warranting being placed on report.

All comments must be satisfactory before a student is taken off report. An unsatisfactory comment must result in the period of the report being extended and a letter sent home to the parents.

If a student continues to receive unsatisfactory comments they must be referred to the Vice-Principal. If a student's behaviour does not improve, parents must be invited to an interview with the Pastoral Learning Manager and in many instances the Vice-Principal.

There will be occasions when an incident is sufficiently serious in itself that a Pastoral Learning Manager will refer a student directly to the Vice-Principal who will in turn inform/refer the student to the Principal.

Pastoral Learning Managers must complete a weekly report for Vice-Principal. These reports will be an item for discussion at weekly SLT meeting.

Punctuality:

Students who are late for college more than twice in two weeks should be put on report by their form tutor. If a student continues to arrive late for college he/she should be referred to the Pastoral Learning Manager who should request a telephone call home/ referral to School Attendance Officer/ letter home to parents. – see Attendance Policy.

Dress code:

Students must be challenged by all members of staff if they fail to comply with uniform regulations (including length of skirts/make-up/appropriate footwear/jewellery) and sanctions imposed on repeated offenders.

- See Uniform Policy

Associated Policies and/or reference documents

- Safeguarding
- Anti-Harassment and bullying
- SEN and code of Practice
- Home School Agreement
- Uniform
- Use of Reasonable force - MAT
- Exclusions guidance LA and DFE

SUMMARY:

Form Tutors are responsible for ensuring good behaviour, checking diaries, monitoring attendance and punctuality and imposing sanctions when appropriate. Written referrals should be made to Pastoral Learning Manager when necessary.

Classroom teachers are responsible for keeping good order and promoting achievement and imposing sanctions when appropriate. Written referrals should be made to the Curriculum Leader when necessary.

Pastoral Learning Managers are responsible for general behaviour and achievement, imposing sanctions when appropriate and parental involvement. They should give a written report on action taken when a student is referred by a Curriculum Leader. They will produce a weekly written report for the Vice-Principal.

Curriculum Leaders are responsible for monitoring classroom behaviour and achievement and imposing sanctions when appropriate. They should complete a written referral when referring a student to the Pastoral Learning Manager.

The Vice-Principal (CGS) is responsible overseeing student behaviour and managing the referral system, imposing sanctions when appropriate and parental involvement. The Vice-Principal will be responsible for making referrals to the Principal as appropriate and will produce a written weekly report for the SLT.

The Principal will decide on any action required to individuals and/or groups of students who cause constant disruption.