



THE DEANES SCHOOL

**Behaviour Management,
Discipline with Dignity**

**Policy: Discipline with Dignity
2015** *(replacing Behaviour for
Learning Policy Feb 2013)*

**Effective from:
March 2015**

Authorised:

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Headteacher

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Chair of Curriculum Committee

Date:

Key Priorities - Conduct, Behaviour Policy

Key Priority One

To secure a 600 pupil school with aspirations for Post 16 Learning through a dynamic and proactive marketing strategy and secure improvements to the school building.

Key Priority Two

To ensure that every student achieves at least their expected levels of progress, through effective feedback and assessment procedures and a relentless focus on improving attendance and punctuality

Key Priority Three

To build on existing Good and Outstanding teaching practice to ensure that the quality of learning is at least Good in meeting the needs of all students in all lessons.

Key Priority Four

To invest in high quality training and well-being of all staff to secure improved pupil outcomes.

1. A statement of the purpose

The purpose of this policy is to ensure that all staff share clear expectations and communicate them to students so that outstanding behaviour enables students to learn in the most effective manner, through the consistent delivery of this policy.

2. Rationale

'Positive/Good' Behaviour is at the core of a successful educational establishment and this policy attempts to reflect this. It sets out to enable:

- Students to work in a happier environment and to increase their well-being, by providing the opportunities for them to achieve their full potential
- Staff to work in a happier environment and to increase their well-being, including staff work load, enabling them to focus on their core tasks.
- In both cases this should encourage greater 'work' satisfaction and motivation.

3. Guiding principles

- Encourage well behaved and motivated students to maintain this throughout their academic career and their lives beyond school so that they become well rounded citizens and make a positive contribution to their local community.
- Modify the behaviour of those who do not conform to the requirements of the school regarding such matters as work, uniform, rules and attitude to staff.

4. Expected Outcome

Outstanding behaviour will enable all students to learn in the most effective manner.

5. The issues surrounding behaviour/discipline

The school needs to have a series of values that are commonly shared that enables staff to use their discretion reflecting their skills, personality and qualities, but within a framework of consistency regarding Rewards, Sanctions and Support. These values are underpinned by 'Discipline with Dignity' and are as follows:

6. Guiding principles of Discipline with Dignity

6.1 Value 1

There is no quick fix to establishing outstanding behaviour. Effective discipline is about teaching children about taking responsibility. It is not about teaching compliance. The Deanes School needs to maintain and build upon its good level of discipline. (Example – Establishing good classroom management/behaviour takes time to develop with new classes. It is as important as giving the inspirational first lesson. All totally inspirational lessons cannot be maintained; likewise a major focus on establishing good behaviour lesson upon lesson should not be attempted, although the core behavioural expectations must of course be applied consistently every lesson. Use common sense!)

6.2 Value 2

Use the Assertive Discipline approach, but stop doing things that are ineffective. (Example - Seating Plans are an essential part of classroom management at The Deanes School, but there are different arrangements of desks and who sits with who in different lessons according to the type of activity taking place. Discuss these arrangements in your faculty and with your Line Manager. Use common sense!).

6.3 Value 3

Do not treat every student the same. (Example: you could be teaching students you have known for four years in year 11 and have a range of new classes in the rest of the school. Establishing the classroom management framework with the year 11 class should not take the same time or effort IF you have dealt with them effectively before.). Be fair and consistent, but take in to account individual student's track record. (Example: Student A has never forgotten his homework before; Student B frequently forgets his homework. Student A gets a one day extension, student B gets an after school detention).

6.4 Value 4

Rules must make sense. However that is NOT for individual staff to decide upon. We start with the rules we have and these must be enforced by all staff. It is however important that each term Pastoral and Faculty Teams raise any rule that is causing concern, so that the rule can be reviewed by the Senior Leadership Team/Governing Body with a view to amending the rule.

6.5 Value 5

Model what you expect. Teachers are role models; they should live by the code that we expect of the students, such as dress code (within confines of our teaching role). We expect

homework in on time having given them, for example - four days to complete the work. Allowing for circumstances we should turn around the marking within the four days. Speak to students as we would like to be spoken to.

6.6 Value 6

We should give the opportunity for students to take responsibility. This is more important than just obedience. Making the right choices: staff in school make many decisions each day and it is not possible for us to get them 100% right every time. Accept that we can be wrong. Similarly students sometimes make bad decisions. Give them the opportunity to put it right.

6.7 Value 7

Confront misbehaviour with dignity and authority. Assume you will have your reasonable instruction obeyed. If the instruction is given clearly and politely it is more likely to be followed by the student. Think how you would like to be treated. It is however difficult to be dignified with students when you are having your authority challenged or you are being verbally abused. In these circumstances refer back to Values 1-6, seek help from colleagues and ensure that the appropriate sanctions are imposed.

6.8 Value 8

Be persistent when setting sanctions. Make sure that your sanctions are followed up and actioned.

6.9 Value 9

Be willing to discuss issues surrounding misbehaviour with colleagues.

6.10 Value 10

Try to get the decisions about student discipline and behaviour correct.

7. The triangle of staff, parents/carers and students

There is a role for the three key parties in a school to play in any Behavioural Policy: the Staff, Parents/ Carers and Students.

The school believe that understanding how to behave has to be taught by parents/carers and is reinforced or amended by The Deanes School staff. Through our work in the school and classroom we adopt procedures and practices that help students learn how to behave appropriately. Through the information that we hold on our students we plan lessons to meet those needs and to ensure that progress is made.

7.1 The role of Parents/Carers

To ensure that parents/carers do all they can to maximise the potential of their children they are specifically asked to help by encouraging the child to be kind to other people, treating others with respect, be aware of the effect her/his behaviour can have on others, and encouraging good manners. Parents/Carers should make time to listen to the child and be positive about her/his achievements, however small, and provide a quiet area for doing homework and encourage effective use of leisure time. We do need parents to inform the school of any changes in home circumstances that could affect the child's welfare and ability to work, as well as ensuring the child attends school regularly, arriving on time, properly

dressed and equipped for the school day. It is essential that parents support the school rules and disciplinary procedures.

Experience shows that The Deanes parents/carers are generally our best supporters in all matters. Regular and effective communication with home is the very best way of ensuring high standards and continued progress.

7.2 The Role of Staff

In their school lives we realise that children are impacted upon a great deal by staff working in the classroom and around the school. There is a role for **ALL** staff working at The Deanes School to help with behaviour issues. Clearly those who have most contact with students, including the skilled delivery of a teacher, teaching assistant and for example other support staff such as The Pastoral Support Team or School Nurse: enthusing, encouraging and praising effort can make a huge difference in the life of a student and their engagement and achievement. It is to be remembered that the role of a teacher is multi-faceted, but TWO interlinking roles are the most crucial – pastoral (Form Tutor) and faculty (Classroom Teacher).

7.3 The Role of Students

The Deanes School expects that students will:

- Show independence in and develop control over his/her own behaviour and learning.
- Display maturity in all relationships, marked by mutual respect.
- Enjoy confidence in oneself as a learner.
- Act as an active partner in the design, implementation and evaluation of their education.
- Take responsibility for his/her own behaviour and learning.
- Be engaged with learning and the life of the school.

Students can expect to be informed of positive effort through verbal praise, the homework diary and our range of certificates and rewards. Tutors will be able to celebrate success by using data produced on a regular basis. Similarly, poor behaviour will be shared with parents/carers who are our best supporters in helping to correct such matters.

8. Rewards

8.1 Positive Student Behaviour and the House Point System

The vast majority of students behave exceptionally at The Deanes School every single lesson of every single day. Our rewards system allows students, teachers and their parents/carers to see how well they are progressing in subjects and where they are producing sustained good work, effort and progress. It also rewards attendance.

The Deanes School recognise that a key part of developing the potential of our young people is giving encouragement and praise. Praise is a key component of discipline with dignity, good teaching and good staff/student relationships. Staff at The Deanes School are encouraged to actively look for opportunities to praise students both within and beyond lessons. The school encourages our students to strive for excellence which we take to

mean being the best that they can be, regardless of ability. Our system of rewards allows us to celebrate achievement, excellence and student contribution in all aspects of school life.

Students are given House Points in recognition of their conduct and effort in lessons. Students are also rewarded for attendance through termly celebration events.

House Points awarded for all of the following:

- An excellent piece of work (relative to the individual)
- Excellent effort
- Good progress (relative to the individual)
- Improvement
- Attendance: 100% attendance to be rewarded by the Principal
- Consistently good organisational skills
- A positive contribution to the lesson
- Courtesy
- Consideration of others
- Students who have achieved their lesson or achievement targets e.g. on report.

The school can use displays and notice boards to celebrate each, House and Faculty to publicise achievement in all spheres of school life.

House Point Procedure

The school will take opportunities throughout the year to celebrate the progress of students and will ensure that all parents/carers are kept informed of their child's rewards through the student diary. We welcome feedback from students, parents/carers, teachers and governors in order to improve our system. Certificates will be awarded to keep parents/carers further informed of progress.

Tutors will regularly monitor the number of house points and draw attention to the data provided.

House points are updated weekly and can be accessed via the portal or the weekly newsletter.

8.2 How else can we reward Students?

The following are means of rewarding students available to staff at The Deanes School:

- Assembly – praise from peers and teachers
- Attendance certificate – prize at end of term
- Being sent to the Principal for 'well done' or to show work
- Chart to display house points on the wall in tutor base
- Comment in diaries
- Faculty Students of the term
- Curriculum/Year Team letters of commendation
- House Points issued by Teachers in Class – the main reward
- Display work on the wall
- Faculty/House praise postcard
- KS4 achievements high profile and shared with all
- Marking – stamps, 'smileys', written comments
- Notable mentions Assembly/ display
- Peer nomination
- Phone calls home
- Photo honours boards on display in halls

- Verbal praise
- Jack Petchey Awards
- Student of the week

This list can and will be developed as new ideas evolve within teams.

9. Sanctions

The Vice Principal is overall in charge of sanctions at the school (with the exception of exclusions which only the Principal can sanction).

Student behaviour, discipline and management in the classroom and ‘outside of the classroom’ Within the teaching classroom (Periods 1-3), and this is taken to include the period of time immediately before lessons, in lessons and the time during dismissal then it is the responsibility of the Class Teacher and the Faculty to manage behaviour and maintain discipline, including the follow up and imposition of appropriate Rewards and Sanctions.

Within the Form Period/Assembly and this is taken to include the period of time when students are lining up to enter a tutor room/assembly hall, in the Form period/assembly and the time during dismissal then it is the responsibility of the Form Tutor and the HoH to manage behaviour and maintaining discipline, including the follow up and imposition of appropriate Rewards and Sanctions. Before school, at break time, lunchtime and after school it is the responsibility of those who are on duty and the duty team leader to follow up and impose appropriate rewards and sanctions.

The Deanes School has always insisted on the highest standards of behaviour and discipline and our parents have high expectations of the School in these matters. It is essential that staff and students continue to work together to ensure that a learning and social environment are maintained where concern for others, positive behaviour, responsibility and respect are valued and achieved.

9.1 Reminder of the Causes of Behaviour Issues with Students

1. Incorrect Uniform and Appearance
2. Incorrect Equipment for Learning
3. Misuse of items brought in to school
4. Issues surrounding Homework Diaries
5. Class work
6. Homework
7. Rudeness to staff
8. Failure to follow Staff Instructions
9. Disruption to lessons
10. Verbal or Physical threats to others
11. Misuse of ICT (including cyber bullying)

9.2 General Classroom Procedures

- Use the school’s values of “Discipline with Dignity” to provide clear and consistent expectations of behaviour.
- Check attendance by completing the class register near the beginning of a lesson. This should be completed using SIMS or if this fails then send or give written details to staff in the Student Services area.
- Ensure that students enter and leave the classroom with correct uniform and appearance.

- Check that students are properly equipped for learning.
- Ensure that students enter and leave the classroom in an orderly manner.
- Check that class work has been completed to a good standard relative to the ability of the student. Ensure that written work is neat and accurate and that each piece of work is dated with headings underlined.
- Monitor homework, which should be set in accordance the School's Homework Policy to develop students organisational skills and self-discipline; and in accordance with the Homework Policy. Mark and return work promptly and regularly, recording on the work the date on which it was marked.
- Offer the opportunity for individual guidance and counselling to students to develop, monitor and review behaviour and achievement.

9.3 Other sound advice

Establish a rapport with your students by:

- Ensuring students know the classroom rules;
- Allowing students to assume responsibilities and act maturely and involve them actively in lessons following the principles of Discipline with Dignity;
- Ensuring that the relationship between teacher and student is friendly yet respectful.
 - Over familiarity may lead to a loss of respect and control;
- Rewarding students for good work, positive behaviour and any other appropriate positive reason;
- Listening to reasons before making judgements;
- Being fair and consistent when dealing with students but don't treat all students the same;
- Taking corrective action where necessary – refocus/redirect then apply a consequence if needed and record;
- Being courteous and polite to students, refer to them by their forenames and expect students to address staff and visitors in a respectful manner (Sir, Mr, Miss, Mrs, Ms) and open doors for them. The vast majority of our students respond positively to 'please' and 'thank you' and will respond in an equally courteous manner;
- Speaking assertively to students. It is rarely necessary to shout, indeed this is discouraged under the principles of Discipline with Dignity and a teacher should never lose her/his temper or use abusive or sarcastic language. It is essential to remain in control of the situation. Do not appear to get too angry too soon;
- Ensuring that students show respect for the buildings, furniture, etc;
- Dealing with individuals rather than groups or entire classes. Never detain a whole class for the behaviour of a few students;
- Only restrain a student if it is essential to prevent injury to yourself or a third party. See guidelines on the 'Use of reasonable force' (DfE July 2013)

9.4. Restraint

Staff should use restraint or reasonable force only in lawful circumstances, these may include: prevent a pupil from attacking a member of staff or another pupil, or to stop a fight ; and restrain a pupil at risk of harming themselves through physical outbursts.

However, at The Deanes School the decision to restrain or use reasonable force should only be taken in consultation with a senior member of staff wherever possible and only in the most extreme circumstances.

All incidents where this was deemed necessary should be reported to the Designated Safeguarding Lead.

Please refer to the DfE Guidelines on the '[Use of reasonable force](#)' (July 2013)

9.5 Powers to Search

Please refer to the DfE guidance on searching, screening and confiscation (February 2014). ['Searching, screening & confiscation'](#)

Teachers may search pupils with their consent for any item which is banned by school rules. All members of staff can use their discretion to confiscate, and retain any item found as a result of a 'with consent' search as long as it is reasonable in the circumstances. All items of value e.g. mobile phones and ipods must be placed in the school safe which is in the finance office with a clear instruction for when it is to be returned. If a member of staff wishes a student's parent/carer to claim the item they should arrange to be there when this happens to discuss the matter with them. This should not be left to office staff.

In some circumstances teachers have wider powers to screen, search and confiscate items. These circumstances are set out below.

The Principal and all Vice-Principals at The Deanes School have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. In these circumstances at least 2 members of the SLT must be present.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. The authority to search without consent can only be given by the Principal and staff can refuse to carry out searches.

10. Types of Sanctions

Behavioural issues during lessons or around school should be dealt with according to the Discipline with Dignity programme. See the Ladder of Consequence as a guide. (Appendix 2)

- Verbal reprimands/counsel.
- Break time, lunchtime and after school detentions. Remember we reserve the right to detain a student after school, but you should follow the procedures and be flexible if a parent requests an alternative detention time.
- Repeating work or additional work.
- Contact with parents – phone calls, letters and email. There is some concern about email and the quality of response by staff so please be cautious regarding content and use professional language.
- Report Card (Faculty/Pastoral).
- External Exclusion (Fixed Term) - this can only be sanctioned by the Principal (or in her absence a Vice-Principal) and will usually be applied for the following misdemeanours:
 - Persistent failure to follow a reasonable instruction from any member of staff
 - Verbal abuse directed at a member of staff
 - Physical assault on a member of the school community
 - Theft
 - Smoking in school uniform or when on a school trip
 - Possession of inappropriate materials such as fireworks, alcohol, drugs, stolen items, cigarettes

- Serious breach of the school ICT Code of Conduct
- Any article that has been or is likely to be used to commit a breach of the school rules, cause personal injury or damage to property
- Serious incidents of bullying
- Persistent breaking of school rules
- Any other misdemeanour as deemed appropriate by the Principal

External Exclusion (Permanent) will only be used as a last resort and will be in accordance with the latest guidance from the DFE on exclusions - [Exclusion from maintained schools, Academies and pupil referral units in England](#) (2012).

10.1 Notes regarding sanctions

10.1.1 Detention Letters

Parents must be given reasonable notification in advance if an after school detention is to be given. A detention slip should be completed and sent, via the student, to the parent, returned to the teacher and retained for departmental/personal records, or an e mail can be sent to the parent/carer via Sims. An after school detention may be given, in the first instance a HoF/HoH for 45 minutes an SLT detention for 1 hour and a Principal Monthly Saturday morning from 09:30-11:00 a.m.

The school reserves the right to detain students after school for up to ten minutes, without prior notice, so that teachers may give additional assistance or guidance or reprimand for misdemeanours. Staff should be aware that a number of students make their way home on contract buses.

Pastoral staff will monitor the number of detentions any student has received and take appropriate action.

10.1.2 On Report

Pastoral Report Forms are issued by Form Tutors/Heads of House/HoF report when it becomes evident that a student is causing or experiencing difficulties in a number of areas. Some Faculties have a similar, subject-based system, for students experiencing difficulties in a specific area of the school. The SENCO may also place students on Report.

Faculty Report Forms are issued by Subject Teachers/ Head of Faculty. These will vary from Faculty to Faculty. The Report Form should be given by the student to the teacher at the **BEGINNING** of each lesson. At the **END** of the lesson the teacher should complete the form and return it to the student. At an allocated point during the school day the student reports to the Head of House/to review the day's achievements and behaviour. The Report Form is signed each evening by the parent/carer.

10.1.3 Interim Report

Form Tutors/Heads of House or the SENCO may, on occasion, require information from teachers about a student. In such cases Interim Report Forms will be distributed and teachers asked to comment under various headings. These Report Forms are then collected and collated by Form Tutors/Heads of House.

11 Support strategies

Students who breach the 'Behaviour Code' receive a sanction, because sanctions can modify and improve the behaviour of students. However in some cases support strategies

may be needed to reduce the chances of repeat offences, to modify future behaviour and to help the student overcome short term or long 'personal' difficulties. Often the sanction is sufficient to achieve these aims, especially if the student is given feedback for 'making things right'. When further support is required it is vital that a record of these support strategies is made. This could be provided by staff in school, parents/relatives or in more severe cases we may need help from a range of outside agencies. Whilst every effort is made to support all of our students it is important to note that students with special educational needs are not exempt from sanctions within this policy.

11.1 Types of Support Strategies in School:

- Verbal 'counselling', talking to the student about the reason for the problem. Then providing simple, low level advice and help to overcome the issue.
- 'Detention' time to help complete work.
- Discussions with parents/student/teacher regarding coping strategies (see Parents Role).
- 'In-house Counselling' via a member of the Pastoral Team (Form Tutor, HOH)
- SLT mentoring
- Personalised workshops – Boxercise, 'Go-Girls'. Cognitive Behaviour Therapist

11.2 Support from 'Outside Agencies'

- Education Welfare Service (Attendance/Punctuality)
- Social Services, including Child Protection (a notice of who is the named person and deputy will be displayed in the main reception)
- GPs
- School Careers Advisor
- Student Support at the LEA – Positive Referrals
- SENCAN (Special Education Needs) – usually via SENCO
- Education Psychologist
- Police Liaison Officer
- CFCS (Child and Family Consultation Service and other mental health agencies)

Some students needing more specific support may be invited to a Governor Welfare Committee Meeting where a PSP (Pupil Support Plan) will be agreed. Please refer to the Terms of Reference for this group.

This policy will be reviewed annually by the Governing Body

Ladder of Consequences

Level	Examples	Consequences
5	<p><i>Extreme unacceptable behaviour (Sexist, racist or homophobic behaviour).</i></p> <p><i>Carrying an offensive weapon , or illegal substances.</i></p> <p><i>Theft/extortion.</i></p> <p><i>Arson.</i></p> <p><i>Actual or threatened violence.</i></p> <p><i>False allegations against students/ staff</i></p>	<p><i>Permanent Exclusion</i></p> <p><i>Permanent managed move to another school</i></p> <p><i>Involvement of Governors</i></p> <p><i>Significant external exclusions (5 to 10 days)</i></p> <p><i>On Report.</i></p>
4	<p><i>Inappropriate use of fire equipment.</i></p> <p><i>Repeated incidents of theft/damage to School property.</i></p> <p><i>Bringing school into disrepute.</i></p> <p><i>Repeated offences at Level 3.</i></p> <p><i>Persistent failure to respond to support or accept sanctions of consequences.</i></p> <p><i>Inciting or provoking violent behaviour.</i></p> <p><i>Offensive behaviour /language</i></p> <p><i>Swearing/offensive language directed at a member of staff.</i></p>	<p><i>Fixed Term Exclusion.</i></p> <p><i>Involvement of external agencies e.g. Local authority/police.</i></p> <p><i>Involvement of governors</i></p> <p><i>On report</i></p>
3	<p><i>Failure to attend SLT detentions</i></p> <p><i>Fighting/throwing objects which cause injury to people.</i></p> <p><i>Incident of theft or damage to School property.</i></p> <p><i>Repeated flouting of the school code of conduct.</i></p> <p><i>Unacceptable behaviour in local community.</i></p> <p><i>Persistent disruption to learning.</i></p> <p><i>Continued defiance at level 2 and lack of response to consequences.</i></p> <p><i>Persistent truancy.</i></p>	<p><i>Internal exclusion</i></p> <p><i>Community service</i></p> <p><i>SLT detention</i></p> <p><i>On report to AHT in charge of House</i></p> <p><i>Meeting with parents</i></p>
2	<p><i>Smoking</i></p> <p><i>Failure to attend a level one detention</i></p> <p><i>Repeat on- call requests</i></p> <p><i>Repeated poor punctuality</i></p> <p><i>Truancy.</i></p>	<p><i>Detention</i></p> <p><i>On report</i></p>
1	<p><i>Unacceptable uniform</i></p> <p><i>Uncooperative behaviour</i></p> <p><i>Failure to be prepared for lessons</i></p> <p><i>Homework not completed</i></p> <p><i>Misuse of digital devices</i></p> <p><i>Poor punctuality to lessons</i></p>	<p><i>Warning</i></p> <p><i>Teacher/tutor detention</i></p> <p><i>On Report</i></p> <p><i>Confiscation of items</i></p>

Bullying: We will always listen carefully to what you have to say if you feel that you are being bullied but sometimes people use the term “bullying” when they mean one incident has happened which has upset them. We will always be sympathetic and know that different people respond in different ways to unpleasant behaviour from others. We guarantee that each reported incident will be investigated as fully as possible. We will always help you, and will always punish the bully.

Please note that not all examples will be listed here and staff have discretion to make the final decision

July 2014