

SWALE ACADEMIES TRUST

Sittingbourne Community College Policy on BEHAVIOUR AND DISCIPLINE

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SECTION 1

INTRODUCTION

Sittingbourne Community College promotes preparation for responsible adulthood and has:

- a clear philosophy and explicit principles based on commonly-held values of personal development and progress, care for the individual, self-esteem and respect for others;
- a well organised, secure environment conducive to learning and the healthy moral and social development that only a long established school can give
- a curriculum where high personal achievement is a priority;
- a smart, traditional uniform for all pupils.

This policy is intended to enable pupils, staff and parents to have a clear understanding of all issues relating to behaviour and discipline. It is hoped that this will enable the School to promote among pupils self-discipline and proper regard to the School's authority while at the same time encouraging good behaviour and respect for others.

The behaviour protocol for Sittingbourne Community College is written in conjunction with the Swale Academies Trust Behaviour Policy. Our aim is for pupils to enjoy and achieve whilst at school and fostering in them a belief that knowledge is important and with that a love of learning. The school recognises that "poor behaviour is detrimental to learning, and disruption to lessons can affect the life chances of other pupils. It is also demoralising for school staff to have to deal with persistent disruption to their teaching and make the job harder and less enjoyable." (DfES 2007). We are determined to uphold the principle that every child has the right to learn in every classroom. We believe that all learners need to feel safe and secure in school in order for them to reach their full potential. We have established a culture of respect for each other and pride in academic achievement for all learners.

Other related school policies on Bullying, Racist Incidents, Breakages and Damages, Exclusions, Uniform, Charging, Drug Abuse, Equal Opportunities and Use of Reasonable Force are all available on request to the Head of the School.

SECTION 2

REWARDS

Sittingbourne Community College has high expectations of its pupils, all of whom should try hard to value their own achievements, both in and out of the classroom. To encourage them a reward system operates throughout the school.

Pupils are rewarded by staff in a number of ways. The school's electronic system of managing behaviour also contains an Achievement section which enables all staff to quickly reward students with positive points.

The school also has a positive behaviour system known as PRIDE which allows students to be rewarded for acts under the following categories **P**erseverance **R**esilience **I**ndependence **D**etermination **E**xcellence.

Winners of PRIDE certificates are recognised in special assemblies.

The communities issue postcards and certificates and there are badges issued to outstanding students in different areas, including 100% attendance.

The school also has a reading scheme and pupils are encouraged to read books and choose small prizes in recognition of the effort they have made.

Prizes and awards are presented at an annual prize evening to those pupils whom staff feel have excelled in particular subjects, or who have made outstanding effort and progress or who have given exceptional service to the school.

SECTION 3

PUPILS' BEHAVIOUR

At Sittingbourne Community College pupils are expected to be pleasant and responsible members of the school community who come to school in a positive, motivated frame of mind, ready and equipped to learn. There is a clear 'Code for Pupil Behaviour' contained in the School Message, Site Code and Classroom Code, the main aim of which is to allow every pupil to reach the goal of mature self-discipline. The school has high expectations of all pupils in terms of their behaviour and work.

SECTION 4

CODE OF ACCEPTABLE BEHAVIOUR

SCC's School Message summarises the school's expectations of the pupils. The intention is to reach a common definition of what the school expects of pupils at SCC. At the same time, it recognises that teachers are important role models for pupils to follow in terms of good manners, courtesy and social behaviour.

College Message

1. I care about my college and realise that I have a part to play in making it a successful and happy place to be.
2. I will have high expectations of myself and try my best to improve, both in and out of the classroom, so that I can reach my potential.
3. I understand that I need to treat everybody in the college with care and consideration, and realise that nothing I do or say should make other people unhappy.
4. I will celebrate mine and other people's achievements, but if I make a mistake, I will be honest, accept advice, and do anything in my power to put things right.
5. I must remember that my actions outside of the college, good or bad, will reflect on the whole of the college community.

Remember: My college concentrates on success and achievement.

SCC Site Code

1. Be careful and remain calm as you move around the college.
2. Show consideration to others by speaking politely and acting thoughtfully.
3. Care about your college by being clean and tidy.
4. Look after the buildings and respect the property of other people.
5. Remember that everyone has the right to feel safe and that anti-social behaviour will not be tolerated.

SCC Classroom Code

1. Be on time and ready to learn.
2. Follow your teacher's instructions.
3. Be positive and purposeful about your learning.
4. Always try your best.
5. Remember that everyone has the right to learn in this classroom.

SECTION 5

ACCESS TO THE SCHOOL

Pupils have free access to most areas of the school. However, there are certain restricted areas and these are listed below. Pupils who go 'out of bounds' may be punished.

1. Pupils should use only their own designated toilets which are clearly signposted.
2. Pupils must use their own playground and field areas and remain within these areas during break and lunch times.
3. Car parking areas are out of bounds during the normal school day including breaks.
4. No pupil is allowed to leave the school premises during break or lunch, with the exception of post-16 students.

SECTION 6

VALUABLES

It is useful within this policy to remind parents about valuables and damage.

The school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the personal property of pupils. Pens, watches and calculators etc. should have their owner's name and postal code scratch, engraved or marked in some permanent way on them for identification.

It is unsafe for pupils to bring large amounts of money to school. If, in exceptional circumstances, this is necessary, it should be carried in a purse, wallet or envelope, clearly marked with the owner's name and handed to the Pupil Support Manager for safe-keeping immediately as/when the pupil arrives in school.

PE staff will accept watches and money for safe-keeping (both must be identifiable as mentioned above).

Expensive electronic items may not be brought to the school. Pupils are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items they have dealt with in this way.

Mobile phones may be brought to school for use on way to and from school, but may not be used in lessons or between lessons and should be kept in bags and only accessed at break, lunch, before and after school. Staff will not accept responsibility for looking after mobile phones under any circumstances. They are brought to school entirely at the pupils' own risk and the school will not be liable for any loss, theft or damage however caused. If a pupil is found to be using a mobile phone during a lesson it will be confiscated. It will be kept in the school safe and only returned to the parent/carer (or another adult by agreement with the Principal, Deputy Head or Head of School).

SECTION 7

POLICY ON BREAKAGES AND DAMAGES

The school's policy on 'Breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) where this is a result of pupils action, whether this is deliberate or reckless.

The charge will be for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore as necessary. A receipt will be issued for all payments made.

SECTION 8

HOME TO SCHOOL AGREEMENT

Parent/Carers/Guardians

I will/ We shall try to:

- See that my child goes to school regularly, on time and properly equipped.
- Inform the school of any concerns that might affect my child's progress.
- Inform the school immediately if my child is absent and provide a note to explain the absence.
- Support the school's rules for good behaviour and uniform.
- Support the school's Discipline Policy.
- Support my child in his/her homework.
- Attend Parents' Evenings and discussions about my child's progress.
- Keep the school informed of any medical conditions or changes of circumstance, e.g. address or telephone number.
- Improve pupils' health by encouraging walking/cycling between home and school, as fewer cars will benefit road safety on and around the school site, also reducing pollution in accordance with the School Travel Plan.

The Pupil

As a member of Sittingbourne Community College, I will try to:

- Abide by the College Message, Site Code and Classroom Code.
- Attend school regularly and arrive on time.
- Bring all the correct books and equipment when required.
- Wear the school uniform and be tidy in appearance.
- Do my homework and classwork to the best of my ability.
- Be polite and considerate and behave in an orderly way at all times, including to and from school.
- Keep the school free from graffiti and litter.
- Follow the School Rules.

The School

Sittingbourne Community College will try to:

- Provide a safe, caring environment for your child.
- Encourage your child to achieve his or her full potential as a valued member of Westlands School.
- Provide a balanced relevant curriculum.
- Encourage high standards of work and behaviour.
- Contact you if there are any concerns that affect your child's progress.
- Keep you regularly informed about your child's progress.

- Set and mark homework on a regular basis, and provide facilities for your child to do homework after school.
- Arrange Parents' Evenings during which your child's progress and attainment will be discussed.
- Keep you informed about school activities through regular correspondence and newsletters.

A copy of the Home School Agreement will be given to every student/parent/carer/guardian on joining the school, signed by all parties, and retained in the student's file.]

SECTION 9

SANCTIONS

It is hoped that staff and parents of SCC pupils will work together for the total academic and social education of the child. This involves adherence to the rules of the school and society. Pupils who fail to conform will unfortunately need to be punished.

The school's range of sanctions is listed below. However, it should be borne in mind that the school's positive expectations of pupils place a strong emphasis on encouragement and expecting positive and co-operative behaviour and the co-operation of parents will be sought to modify poor behaviour.

The aim for SCC pupils to live and work in a happy, friendly and courteous atmosphere. The discipline of the school is intended to support its pupils so that they are able to learn without distraction or interference. The school recognises discipline as important and necessary. Criticism and punishment will be directed towards the act of misbehaviour or failure to meet requirements other than implied condemnation of a pupil. The pupil will be encouraged to work on targets for improvement. The pupil will be treated in a positive way, with encouragement and warmth, once the punishment is completed.

SANCTIONS

1. Reprimand

Teachers may give a quiet, succinct reminder of agreed standards, or a clear explanation, leaving the pupil with an understanding of the standards expected.

2. Additional work

Additional work may be set at the end of a lesson.

3. Detention

A 15-30 minute detention will be held by senior teachers during the lunch hour. These detentions, are recorded electronically using SIMS and communities and teaching staff will inform the pupils where and when to report. A detention gives a pupil a timely reminder about inadequate behaviour or work.

Detentions will also take place after school for lateness, and for Behaviour Calls. The former will be issued on the same day, the later will have 24 hours' notice given to the pupil's parents/carers.

When a Behaviour Call is made a restorative meeting needs to take place between the teacher and the student before the next lesson. If the relationship between teacher and student is not seen to improve it might be considered appropriate for the support of parents to be sought.

Although some pupils will wrongly "forget" to clear a detention, this should be rare. Even so, this is not acceptable. The punishment may be increased or the teacher may reprimand and give the pupil the opportunity to report on another occasion to confirm authority. This could lead to the pupil being placed in PSP until it is cleared.

4. Referral to Subject Leader/ Curriculum Leader

Problems in the classroom which are not resolved may be referred to the subject leader, or key stage leader in larger departments, and may be referred up to a senior leader with QA responsibility for that subject area.

Reprimand and re-instruction, support for learning or 'subject report' to check on a pupils learning over an extended period, are techniques available, as well as department detentions. A subject leader or key stage leader may also contact parents by letter or telephone to alert them to problems.

5. Behaviour Calls

When progress in class is being disrupted to a significant extent class teachers may find it necessary to make a Behaviour Call for a student. This will mean them being removed from the classroom and placed in an isolation room until the end of that lesson and issued with a detention for the following lunchtime. They will also be issued with a report which will require six good lessons to follow the lesson which they were withdrawn from. Failure to achieve that will result in being placed into the Pupil Support Provision.

6. Withdrawal within Pupil Support Provision

A panel of senior staff will meet each day to review the behaviour incidents raised on SIMS and decide which students need to be isolated in the Pupil Support provision for the following day.

7. The Use of Reasonable Force

A member of the School's staff may use reasonable force in order to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property (including their own)
- Engaging in behaviour prejudicial to maintaining good order and discipline at the School.

Although the use of reasonable force is sanctioned by section 550A of the 1996 Education Act which came into effect on 1 September 1998, the staff of Sittingbourne Community College will normally use other methods to resolve situations. A copy of the School's policy on 'the use of reasonable force to control or restrain pupils' is available on request from the Head of School.

10. PSP Exclusions and Twilight

If pupils continue to disrupt the good order of the school they will be placed in the Pupil Support Provision until a meeting with their parents or careers has occurred with the Community Principal/Vice Principal or a Deputy Headteacher as an internal PSP Exclusion.

If the pupil continues to disrupt the good order of the school the Headteacher or Deputy may decide to enforce Twilight Education. This will mean that the pupil's education will be from 3pm until 4.15pm. They will be supervised by senior staff in the Pupil Support Provision. Twilight will sometimes follow a one or two week block of days and if successful the pupil will have a re-integration meeting and then complete a day in the Pupil Support Provision. This sanction is a last resort and is a means of ensuring the pupil cannot disturb other pupil's learning and the good order of the school. The length of time may be extended at the Headteacher's discretion.

SECTION 10

EXCLUSIONS

Pupils whose behaviour is a major, ongoing problem, or who are responsible for a single, outrageous act, may be excluded from school. Only the Head of School, or Acting Head of School, can exclude a pupil.

An exclusion may be for a fixed period but in some cases this may lead to a permanent exclusion from school. A fixed period exclusion may be for up to 45 days in a school year.

When the Head of school excludes a pupil for a fixed period he will inform the parent of the length of the exclusion and the reason for it. He will also advise the parent that they may make a representation to the Governors' Discipline Committee. When a pupil is excluded for a fixed period arrangements will be made for the pupil to receive work to do at home. On return the pupil will normally be 'on report' and monitored carefully.

When a pupil is excluded for between 5-15 days in any term the Head of School will inform the Trust Pupil Discipline Committee and a meeting of the Committee will be arranged to consider the exclusion, if the parent requests such a meeting. For an exclusion of more than 15 days in any term, or a permanent exclusion a meeting will be held as a matter of course. If the result of an exclusion would be that the pupil may miss a public examination (although at Sittingbourne Community College we would endeavour to avoid this), a meeting of the Committee will be arranged.

For a permanent exclusion the contact procedure between school and home is similar to a fixed period exclusion but the Trust Pupil Discipline committee will meet to consider whether the exclusion should be upheld or whether the pupil should be reinstated. The parent will be invited to this meeting. If the

exclusion is upheld the Committee will inform the parents of their right of appeal against the decision to an Independent Statutory Appeal Committee.

The full policy on exclusion is available on request to the Head of School.