

Review Cycle	3 Years
SLT member responsible	PC
Committee	Local Governing Board
Date adopted	November 2021
Review Date	November 2024

## **Behaviour and Discipline Policy**

Litcham School values the abilities and achievements of all its pupils. The school is committed to providing the best possible environment for learning for each pupil.

### **Underlying philosophy**

This policy seeks to put into practice the shared values of our school, as follows:

- Excellence in teaching and learning
- High expectations and achievement
- Our care and respect for each other
- The part we play in our community
- Promoting excellence in leadership, both for pupils and staff.

### **Roles and responsibilities**

#### **The Local Governing Board**

- To review the policy
- To support the school in maintaining standards, ensuring an orderly and safe environment for pupils and staff
- To set the framework for the development of the school's behaviour and discipline policy in conjunction with the Headteacher and national guidance
- To monitor and review exclusions
- To consider representations about an exclusion made by parents/carers of an excluded pupil.

#### **The Headteacher**

- To be responsible for the day-to-day management and implementation of the behaviour and discipline policy and procedures
- To set the framework for development of the school behaviour and discipline policy and communicate this to staff, parents, carers and pupils
- To make the decision to exclude a pupil.

## **Staff**

- To be responsible for ensuring that the behaviour and discipline policy and procedures are followed consistently and fairly
- To provide a consistently high level of teaching and opportunities for learning
- To set high expectations of work and behaviour and enthuse pupils to aspire
- To reward good work, responsible attitudes to the community and positive behaviour
- To follow the Staged Approach model of behaviour management as outlined in Appendix 1.

## **Pupils**

- To do their best
- To take responsibility for their own behaviour
- To follow the Code of Conduct for Learning
- To promote themselves and the school positively in the community.

## **Parents and Carers**

- To take responsibility for the behaviour of their child
- To work in partnership with the school and support the school's behaviour and discipline policy and procedures
- To attend school meetings and events, including parent evenings.

## **Rewards**

We provide a positive, caring and purposeful environment that encourages every pupil to develop to his or her full potential. Rewarding pupils and recognising achievements brings about a sense of self-worth and raises self-esteem. It helps pupils to appreciate their strengths and recognise success in others. At Litcham School, we recognise achievement through, for example:

- Praise in lessons
- Written and verbal feedback on work, homework or coursework
- Achievement points for outstanding classwork, outstanding homework, improvement, contribution and effort in class and acts of citizenship
- Expert Learner awards
- Certificates for positive contributions and achievement in learning
- Postcards home
- Letters and telephone calls home
- Certificates for attendance
- Assemblies which positively reinforce achievements
- Weekly newsletters promoting pupil and school achievements
- Website articles promoting pupil and school achievements
- Tutor meetings as a means to praise pupils with parents and carers
- Display of work around the school
- Posts of responsibility and leadership, including prefects, PALS, literacy leaders and digital leaders.

## Sanctions

Where pupils do not meet the high expectations of the school, we have developed a consistent policy concerning sanctions. Instances are always treated individually but the following courses of action may be used as necessary:

- A staged approach to behaviour management within lessons, as outlined in Appendix 1
- Reinforcing expectations, warnings, and asking pupils to move within the room
- Break, lunch or after school detentions incorporating a discussion with the pupil. At least 24 hours' notice will be given for after school detentions. When parents and carers take a place for their child at Litcham School, they agree to support the policies and procedures of the school. They therefore cannot refuse to allow their child to attend a detention
- Departmental detentions with the Subject Leader
- After school detention with a Head of Year or member of the Senior Leadership Team
- Contact home via a letter or a phone call
- Member of staff on call to discuss negative behaviour with the pupil
- Removal of a pupil from a class for a specified length of time
- Reports to the form tutor, class teacher, Head of Department, Head of Year, member of SLT or the school Attendance Officer
- Supervised lunch
- Restorative community task Pre-exclusion warning letter Meeting with parents
- Fixed-term exclusion

### Note:

- The school will set and mark work for the first 5 days of an exclusion and will arrange suitable full-time provision for any fixed period exclusion over 5 days
- The behaviour of a pupil outside of school can be considered as grounds for an exclusion. This includes when they are travelling to and from school, and when on school visits
- Parents and Carers will receive written notification of any exclusion
  
- Support from outside agencies
- Acceptable Behaviour Contracts, including contracts for bus travel.
- Governor Disciplinary Panel
- Permanent exclusion

### Note:

- Permanent exclusions may be issued as a result of a single serious breach of the school rules. Examples of this would include bringing prohibited items such as drugs or weapons into school. Alternatively, permanent exclusions may result from persistent disruptive behaviours
- Exceptionally, following a fixed period exclusion, a permanent exclusion may be issued to begin at the end of the fixed period.

Apart from minor instances, parents and carers are informed of courses of action being taken and are always welcomed into the school for positive discussion.

All pupils are expected to behave in a courteous, responsible manner at all times following our Code of Conduct. This includes before school; after school; on school transport; during lessons; on corridors, in assembly and at break and lunchtime.

It is always our wish that rewards and sanctions will bring about an improvement in the conduct and standard of achievement of a pupil. They are therefore always seen as a positive action.

### **Prohibited items.**

There are certain items which are prohibited items and are not to be brought into school. These include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Stinkbombs/waterbombs
- Aerosols
- Vapes and e-cigarettes
- Hooded sweatshirts
- Jewellery that doesn't meet the uniform expectations

Confiscation - Any prohibited items (listed above) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. The schools will define what these are and will ensure that pupils, staff and parents/carers know which items are included on this list. We will review the lists of items for confiscation regularly and will update these as required. These items will be returned to pupils or their parents after a period of time set by leaders in the school. School staff will ensure that, where confiscated items will be returned, parents/carers and pupils are informed of when the period of confiscation will end and how the item will be returned. The Head teacher and staff have a statutory power to search pupils or their possessions, this is conducted in line with the DfE's latest guidance on searching, screening and confiscation

### **Discriminatory language and behaviour**

Litcham school doesn't tolerate discriminatory language / behaviour.

That kind of language/behaviour is inappropriate and may make others feel unsafe, and could have an effect on their wellbeing. That is unacceptable.

Inappropriate language/behaviour will be recorded, sanctions given, and perpetrators will be called to account for their actions by SLT.

## **Sexual abuse, harassment and violence**

All forms of sexual abuse, harassment and violence are completely unacceptable. Regardless of the number of reported incidents, we have to assume this is going on within the school community and we must ensure we do all we can to challenge and reduce it to zero. We must also be ready to support victims and perpetrators appropriately, and the school must feel confident it is being dealt with.

Through our RSE programme, which is a whole school approach and not just limited to RSE specific sessions, our pupils are taught to recognise all forms sexual abuse, and to understand and accept that there are no occasions where it is acceptable in any way. This includes, specifically, anything that may be regarded as 'joking', 'banter' or peer group condoned. This same approach applies to any sort of discriminatory behaviour.

In cases of reported sexual abuse, harassment or violence, the school will follow the appropriate safeguarding procedures and involve the relevant outside agencies.

## **Child on child abuse**

Litcham School recognises that children are vulnerable to, and capable of abusing, their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated. We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

We recognise that such abuse can manifest itself in many ways, including

- Child Sexual Exploitation
- Consensual or non-consensual sharing of nudes, semi-nudes, images and/or videos.
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology used for bullying and other abusive behaviour

## **Support for pupils**

Pupils do sometimes need support to manage their behaviour and attendance. At Litcham School we use a range of preventative and supportive strategies, including:

- A strong extended induction programme
- Pastoral interviews and counselling
- Monitoring through reports
- Identification of pupils at risk of exclusion. This informs intervention strategies that are put in place
- The use of Classroom Support Assistants
- Head of Year, form tutor or class teacher mentoring
- Targeted mentoring in KS4 through our mentoring programme
- Pastoral Support Plans with behaviour targets
- A variety of intervention programmes through the Head of Year
- Using external providers to support learning
- Attendance monitoring interviews by the school Attendance Officer.

## **Support for staff**

All staff work together and consistently to ensure the highest standards of behaviour across the school. Staff are supported in this by, for example:

- Being provided with a framework for a consistent approach to behaviour management
- Advice and guidance being given to all staff on managing and maintaining discipline
- Professional development
- Heads of Year
- Senior Leadership Team members.

## **Support for Parents and Carers**

We encourage the development of positive links with parents and carers. There are times when they need support in managing their child's behaviour and supporting the school. We provide this through, for example:

- Informing parents and carers of behavioural issues at the earliest possible time
- Providing information and guidance
- Providing regular updates of progress through reports, letters and phone calls home
- Inviting parents to the school to discuss issues and progress
- Inviting parents to parent meetings
- Referral to appropriate external agencies
- Access to a Parent Support Advisor
- Invitation to support programmes designed to help meet the needs of children, including in the home environment.

## **Monitoring and evaluation**

The policy will be reviewed every three years, or earlier if significant changes are proposed.

Criteria for evaluation will include:

- Analysis of the impact of the policy on the incidence of inappropriate behaviour
- Perception of behaviour by parents and pupils
- Perception of members of the community and visitors

## Appendix 1

### CLASSROOM PRACTICE

#### REWARDS

Rewards form a key strategy to improve and maintain Attitude to Learning. Rewards must be consistently applied across the school and should recognise:

- Positive Attitudes towards Learning (ATL)
- High quality work
- High quality homework
- Contribution to the school
- Participation in school activities
- Positive acts of citizenship.

At least 3 Achievement Points should be awarded each lesson on the board and on PARS. All rewards will be recorded on PARS using the click system.

Positives	<ul style="list-style-type: none"><li>• Awarded for criteria outlined above only. They are not to be used to reward expected behaviour</li><li>• Pupils to receive certificates for 25, 50, 75 and 100 Achievement Points. Parents also informed through INSIGHT</li><li>• Achievement point totals are recorded weekly in tutor groups through Expert Learner (Not at Primary)</li><li>• Termly positives for tutor groups announced in assemblies (Achievement point certificates awarded in celebration assemblies)</li></ul>
Postcards	<ul style="list-style-type: none"><li>• Department, Heads of Year or class teacher postcards to be sent home for outstanding achievement. This should be a minimum of three per class per half term.</li></ul>
Attitude to Learning (ATL)	<ul style="list-style-type: none"><li>• Recorded half-termly and forwarded to parents through INSIGHT</li><li>• Letters, postcards and certificates issued through Heads of Year or class teachers</li><li>• for positive ATL</li></ul>
Termly Achievement Assemblies	<ul style="list-style-type: none"><li>• Subject awards, one per year group</li><li>• Head of Year awards, one per year group</li><li>• Cup for pupil making the most progress</li><li>• None of the above applicable at Primary</li></ul>
Expert Learner	<ul style="list-style-type: none"><li>• Pupils are awarded Expert Learner badges if they achieve this level in the school's Expert Learner programme</li></ul>

#### Primary Phase (Rewards)

- Celebration Assemblies - certificates
- Class Rewards - stickers and prizes
- Golden Time

## CONSEQUENCES

	Action	Consequence
C1	Verbal warning	Name written on the board as C1
C2	Moving to a different part of the room Final warning	Name written on the board as C2
C3	Sent outside the lesson for a 5 minute period.	Name written on the board as C3 Automatic break or lunchtime detention with the class teacher Recorded on PARS as C3
C4	Removal Red card sent to reception for SLT or pastoral staff to remove pupil from class	Recorded on PARS as C4 Automatic social isolation
Note: Removal should also be used if there is a one-off serious incident e.g. verbal abuse towards a member of staff or racism.		Recorded on PARS as C4 Social Isolation or Exclusion

## ATTITUDE TO LEARNING (ATL): DEPARTMENT BASED

ACTION	CONSEQUENCE
Failure to complete homework	<ul style="list-style-type: none"> <li>Warning for first occurrence</li> <li>Recorded on PARS</li> <li>Automatic detention the same or next day for any subsequent occurrence</li> <li>Primary - Loss of golden Time</li> </ul>
ATL below Good (2) in lesson (work rate focussed) Poor quality of work	<ul style="list-style-type: none"> <li>Warning for first occurrence</li> <li>Automatic detention the same or next day for any subsequent occurrence</li> <li>Repeat ATL below good - Referral to Head of Department and Head of year -At Primary Poor ATL will be reported to Senior Staff at the Primary</li> </ul>
Poor test result based on pre-set target by class teacher	<ul style="list-style-type: none"> <li>Automatic repeat test after additional preparation by pupil</li> <li>Target must be achieved</li> <li>(Primary - Not applicable)</li> </ul>

## FAILURE to ATTEND DETENTIONS

ACTION	CONSEQUENCE
Break detention	<ul style="list-style-type: none"> <li>Reminder issued to student</li> <li>30 minutes lunchtime detention with Head of Year or class teacher for 2<sup>nd</sup> failure to attend. Behaviour point recorded on PARS</li> </ul>
Lunchtime detention	<ul style="list-style-type: none"> <li>Reminder issued to student</li> <li>40-minute lunchtime detention with Head of Year, Head of Department, or class teacher for 2<sup>nd</sup> failure to attend.</li> <li>Primary - referred to lunch detention with Senior member of Primary Staff</li> <li>Behaviour point recorded on PARS</li> </ul>



## **AFTER-SCHOOL DETENTIONS**

Run on Tuesday nights from 3.30 to 4.30 with a member of SLT. The day of the week may vary if required.

## **Addendum 2**

### **CODE OF CONDUCT**

1. I will always work to the best of my ability and allow others to work without disruption.
2. I will behave with courtesy, care and consideration for others and keep the school a safe place for everyone.
3. I will treat the school's and others' property with respect.
4. I will care for the school environment.

*This code of conduct is the outcome of a consultation of students and staff.*

A handwritten signature in black ink, appearing to be 'A. Smith', written in a cursive style.