
PASTORAL
PROMOTING POSITIVE PUPIL BEHAVIOUR POLICY

Reviewed and updated by the Full Governing Body: January 2006
Next Review due: as required.

This document fulfils the requirements of a school discipline policy as laid down by sections 2 and 3 of the Education Act 1997.

The College believes that good behaviour and discipline are essential to successful teaching and learning. It aims to encourage respect for others; offer appropriate rewards and sanctions; enter into meaningful partnerships with parents and external agencies; and address the issues of truancy, racism, bullying, harassment and equality of opportunity for all.

The aims and objectives of the College reflect its beliefs:

Aims of Paignton Community & Sports College

- To enable all members of the College to achieve their full potential by encouraging the highest possible standard of endeavour.
- To develop personal qualities and social skills in order that members of the College may respect both the needs of the individual and those of the whole community.

Social Objectives

The College will always encourage pupils and students to:

- Have a positive attitude.
- Be courteous in speech and behaviour.
- Have respect for other people and their views.
- Feel that they belong to a College which cares about them.
- Take pride in themselves, in their College and its environment.
- Develop their interests and talents as they mature within the College.
- Recognise the relationship of life in school to their lives outside the College.
- Prepare themselves to be able to play their full part in a democratic society.
- Recognise the existence and worth of other societies and cultures.
- Recognise and oppose prejudice in all its forms.
- Recognise and accept their responsibilities and obligations as members of society.

The Code of Conduct and Code of Practice

The College has a Code of Conduct for pupils in Years 7 – 11 and a Code of Practice for 6th Form students. The aim of these codes is to provide a framework for a positive learning environment. A copy is attached to this document of both the Code of Conduct and Code of Practice.

Classroom Expectations

The Code of Conduct is the basis of expectations of pupils in the College. The following is a supplement to ensure all staff are aware of what is acceptable.

1. Staff are asked to be at the classroom before their pupils whenever possible.
2. Pupils should be on time for lessons: lateness should be checked with the pupil.
3. Waiting to enter a classroom. Pupils should be orderly; staff passing through corridors should expect pupils waiting for another teacher to be behaving appropriately and intervene if necessary.
4. Pupils should enter a classroom in an appropriate, orderly manner, ready for learning, stand by their seats, remove coats, etc and get out their equipment for the lesson. There should be silence for the teacher to take the Register and introduce the lesson.
5. The Register should be taken in every lesson and in silence.
6. Staff are asked to get to know every pupil's name they teach as quickly as possible. Seating plans can be helpful.
7. Staff should remind pupils to stand up when a visitor enters their classroom.
8. Whenever possible, praise and encouragement should be used: ranging from lots of verbal praise to Merit Certificates, etc. Many of our pupils live with constant confrontation.
9. Dealing with Discipline - see documents 'Promoting Positive Pupil Behaviour' and 'Use of Reasonable Force':
 - a) Quiet word on a one-to-one basis, a chance to put matters right. Paignton pupils do not respond to being severely chastised in front of the whole class.
 - b) Quiet word on a one-to-one basis – final chance.
 - c) Move to another part of the room.
 - d) Move to another classroom – pre-arranged with Faculty colleagues.
 - e) Seeing the pupil individually or with Head of Faculty to discuss the problem.
 - f) Break or lunchtime meeting (detention) *{if a pupil goes home or out to lunch, a lunchtime detention has the same guidelines as after school detentions}* to complete work, explain actions.
 - g) After school detention in accordance with DfES guidelines. (It is worth noting pupils value breaks and lunchtimes).
 - h) Help/advice from person on site duty.
 - i) Letters to Parents/Meeting with Parents only after discussion with Head of Faculty / Head of Year / Head of Centre.
 - j) Pupils should not be put outside the classroom for more than a couple of minutes.
9. Inappropriate language is not acceptable either pupil to pupil or pupil to staff and should not be tolerated.
10. It is not acceptable for pupils to push each other, trip each other up or interfere with other pupils' property and should not be tolerated.
11. Lessons should have an orderly finish with pupils listening to the teacher concluding the lesson (see Lesson Observation Guidance).
12. Pupils should leave the classroom in an orderly fashion with staff seeing them out into the corridor where possible.

Rewards and Sanctions

The College is working hard to combat the contemporary feeling amongst younger people that to be successful and gain praise goes against their culture. The giving of praise is to be used at every opportunity.

The College has a set of rewards and sanctions which can be used by all teaching and support staff.

Rewards

- Personal approval and praise by the teacher.
- Assembly announcement, i.e. public praise/congratulations.
- Privileges, eg into first lunch.
- Prefect status.
- PIF (Pupil Information Form) as a commendation.
- Effort assessment on Report.
- Written commendation in Subject on Report.
- Request to do a task to assist a member of staff.
- Librarian.
- Letter of commendation to parents.
- Sending to Head of Centre, Deputy Principal or Headteacher /Principal for praise.
- Annual Trophies.
- Annual Certificates.
- Presentation of ROA (Year 11).
- Trophies/medals - sporting – Interform.
- Representing the College.
- Display of work in Rooms/College.
- Praise points issued by individual members of staff.
- Merit Certificates and Credits for a wide variety of reasons as written on the Certificates.
- Half-termly Merit Certificates for attendance, excellent work and behaviour.
- House points to be introduced with the development of the House System.

Sanctions

All staff in the College are urged to ensure the sanction used fits the misdemeanour, and that it is a purposeful way of making amends. Parents should always be informed of incidents which are of a serious nature to enlist their help in ensuring the future good conduct of their son or daughter. This should always be with the full knowledge of the Head of Year.

Sanctions currently available in the College are as follows:

THE USE OF LINES IS NOT ACCEPTABLE IN ANY CIRCUMSTANCES

- Verbal reprimand.
- Extra work.
- Completion of task, eg community service, tidying room/hall etc.
- Withdrawal of teacher's approval.
- Written record of pupil's behaviour in Mark Book.
- Cooling off for a few minutes outside classroom door (Within sight of teacher. Pupils should not be outside a teacher's direct supervision for excessive periods of time – beyond 5 minutes, and should not be outside in bad weather.)
- Removal to another classroom or teacher i/c of Subject on site.
- Letter home to Parent/Guardian.
- On Report (behaviour monitoring/work monitoring/attendance.)
- Whole Class Report (to be used only in very specific cases).

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|---|---|---|
| <input type="checkbox"/> Detention during break and/or lunch time | } | Please note statutory requirements regarding |
| | | } the giving of prior notice for both lunchtime |
| <input type="checkbox"/> Detention after College | } | } and after-school detentions. |
| <input type="checkbox"/> Mentoring | } | |
| <input type="checkbox"/> Internal Exclusion | } | Parents to be involved |
| <input type="checkbox"/> Fixed Term Exclusions | } | at all of these stages |
| <input type="checkbox"/> On Contract | } | |
| <input type="checkbox"/> Permanent Exclusions | } | |

Recording Rewards and Sanctions

Pupils and students should always be encouraged to record a commendation in their Record of Achievement. This may be generated by the College e.g. a letter of congratulation, a Merit Certificate or may come from outside the College e.g. a Certificate from Sea Scouts, a Medal or Award from Majorettes.

A PIF (Pupil Information Sheet) can be written up as a commendation and follows the same circulation route as the BRF.

Sanctions should also be recorded on a Behaviour Report Form (BRF) giving the name/s of the pupil/s involved, date and time and the action taken by the teacher involved. The writing of a BRF is not considered to be action. This is then circulated to Form Tutor, Head of Subject, and Head of Year. These reports are crucial to monitoring behaviour and should be completed for any incident which requires teacher intervention.

Detentions

The College uses a range of detentions: breaktime, lunchtime and after school. When using breaktime or lunchtime detentions as a sanction staff should ensure pupils must have reasonable time to visit the toilet and eat their lunch. Lunchtime is considered a formal break in the school day (i.e. the end of the morning session) and pupils who have lunch off the school premises cannot be detained without prior notice.

Section 5 of the Education Act 1997 gives schools legal backing to detain pupils after a school session on disciplinary grounds. From the 1st September 1998, schools have clear legal authority to detain individual pupils on disciplinary grounds, after the end of a school session, without the consent of the parent providing **prior notice is given to the parent and acknowledged**. Detaining pupils for ten minutes at the end of school, without prior notice to the parent, **is no longer lawful**. The change in the law removes the possibility of a parent bringing a legal action against the school for falsely imprisoning the pupil. (*Provided the detention is for individual pupils, whole class detentions are inappropriate and **unlawful**.*)

Before the College uses a detention to enforce discipline, the Principal must make, through Heads of Centre and Heads of Year, all parents, pupils and staff aware that teachers will use detention as a sanction. This is done by giving out the booklet entitled 'Information to Parents of New Pupils', which is updated annually. The College must also inform parents of pupils admitted to the College part way through the academic year about this policy. If the Principal has made all reasonable efforts to make the policy known, parents should not be able to challenge the lawfulness of detention on the grounds that they were unaware of it.

The law safeguards childrens' and parents' legitimate rights, and ensures there are reasonable limits on detentions for children who misbehave. The College does not have an unqualified right to impose detention: detentions must be reasonable and proportionate to the offence. Setting a detention for a whole class is not appropriate. (*It is also **unlawful***). The College will take account of any special circumstances about individual pupils such as any special

educational needs, any religious requirements and whether the parent can reasonably make any suitable arrangements to get the child home from school after the detention. Entitlement to free transport does not itself exempt a pupil from detention.

The College will give at least 24 hours written notice to the parents before the detention takes place. The main purpose of this notice is to tell parents that their child has been given a detention and why, and when, where and for how long the child will have to remain at school. This allows a parent enough time to bring any relevant points to the school's attention, and to make any representations.

Persistent Offenders

A persistent offender is a pupil who constantly repeats unacceptable behaviour after counselling; support mechanisms and sanctions have failed to modify behaviour. A persistent offender is a pupil who is unable to conform to the normal accepted standards of behaviour, who is unable to work and unable to allow others to work in the College community.

Whilst we must be mindful of the difficulties that the offenders themselves experience; poor self image and ill-considered parental support, we must nevertheless make our first concern the group of pupils who are adversely affected by the behaviour of the persistent offender. Where the needs of the two groups (offenders/peers) cannot be resolved where both are present in the same classroom we must take steps to resolve the difficulties to the benefit of the majority.

The problem and difficulties encountered by the persistent offender will have been well documented before the stage of persistent offender has been reached.

Initial sanctions will have been tried; parents will be well informed of the problems as will outside agencies.

Failure to effect an improvement over the period of a school term will lead to strategies being employed specifically for persistently disruptive pupils. This will involve:

- a) Planning Meeting involving parents and outside agencies;
- b) Contract on return to school;
- c) Re-involvement of external agencies;
- d) Short term exclusions on the breaking of the contract followed by a Planning Meeting;
- e) Longer term exclusions up to 45 days;
- f) Permanent exclusion.

Internal Exclusion

A pupil who is internally excluded is removed from their normal classes to undertake their work. This may be with the Head of Year or Head of Subject. During this time all normal privileges, such as breaktime, are prohibited. Pupils are escorted to lunch and visits to the toilet are taken outside normal breaktimes. Parents are to be informed if a pupil is internally excluded to enlist their help in promoting future good conduct but also to make them aware of the next level of sanction which could be a fixed term exclusion.

Fixed Term Exclusion

An exclusion can be between 1 – 45 days duration depending upon the breach of discipline. Exclusion can only be sanctioned by the Principal. Parents or Guardians of pupils who are to be excluded should be contacted, preferably by telephone, to advise them of the exclusion. On the day the exclusion takes place the pupil should be internally excluded for the remainder of the day. If parents cannot be contacted a formal exclusion letter and an additional letter of

explanation should go home with the pupil and also be posted in a plain envelope. Pupils whose parents have been contacted should take a copy of the formal exclusion letter home. Extreme care should be taken regarding sending home on the day of exclusion. This should only take place on parents/guardians permission and a record of the date, time and content of the conversation be recorded.

All excluded pupils and their Parent or Guardian should be seen before a pupil is readmitted after an exclusion. During the period of exclusion the school has a legal obligation to set and mark work for excluded pupils.

On Report

Pupils can be put on report for a range of reasons. To monitor punctuality and attendance; to monitor behaviour; to set targets for improvement. Pupils on report will have to see teaching staff at certain periods during the day and at the end of the day. Parents should always be informed of a pupil being put 'on report' and their help and support enlisted where possible. They should be encouraged to see and sign the report on a daily basis.

On Contract

Pupils who are personally finding it difficult to comply with the College Code of Conduct and are persistent offenders can be put on contract which is drawn up between the pupil, the parent, and the school. The contract will include an undertaking from the College to assist the pupil in monitoring behaviour. A breach of a contract will result in fixed term exclusion and breaking the contract persistently will result in the College considering permanent exclusion or an alternative method of schooling.

Home School Agreement

The College would wish to involve parents in both the rewards and sanctions procedures of the College.

Letters home commending a pupil are to be encouraged.

Where pupils are finding it difficult to comply with the College's social objectives parents should be informed at the earliest opportunity and encouraged to assist the /college in promoting good conduct.

Contact with parents should always be undertaken with the full knowledge of the Head of Year. The College has an official Home-School Agreement as laid down by the DfEE which parents are asked to sign.

Working with External Agencies

The College is fortunate on the number of agencies on which it can call for additional assistance.

TIC-TAC (Teenage Information Centre/Teenage Advice Centre) is available to students every lunchtime at the Waterleat Road Centre. TIC-TAC offers a range of advice on health related issues.

The College operates a confidential counselling service at both Waterleat and Borough Road centres. Pupils are usually referred through their Head of Year. Parents are welcome to request an appointment for their son or daughter to see the counsellor.

The College' Educational Welfare Officer is an integral part of the College's pastoral system. Her main role is to assist the College in promoting good attendance but will also assist parents, pupils and teaching staff on issues of welfare and promoting positive behaviour.

Retracking

Retracking, although not an external agency is offered within the College, it provides opportunities to assist pupils with personal skills, social skills and communication skills to put them back 'on track'.

Student Support Centre

The College introduced a Student Support Centre from September 2001. This facility is aimed at supporting KS3 pupils who have a Statement of Special Educational Needs for Emotional and Behavioural Difficulties.

Admission to the Centre is a joint process between the College and the LEA. Students are nominated via the Heads of Centre in consultation with Heads of Year and the SENCO. The purpose of the Centre is to provide pupils with the skills to be able to be reintegrated into mainstream education within the College.

Room 39

This facility is on the Waterleat Road site for Key Stage 3 pupils and was set up to support pupils who have challenging behaviour and are in danger of fixed term or permanent exclusion. This is predominantly accessed by Year 9 pupils. Access to this is through the Head of Centre in conjunction with Heads of Year and the SENCO. Pupils are admitted for one or more sessions a week.

Youth Worker

From the Autumn Term of 2004 the College has a Youth worker who runs sessions for pupils with challenging behaviour. This is for Key Stage 3 pupils and operates two afternoons a week. Access is through the Head of Centre in conjunction with the Heads of Year and the SENCO.