

Review Cycle	3 Years
SLT member responsible	RM
Committee	Local Governing Board
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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
- 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
- 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.

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
- 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 SIMS. All rewards will be recorded on SIMS/PARS using the click system.

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

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 SIMS as C3
C4	Removal Red card sent to reception for SLT or pastoral staff to remove pupil from class	Recorded on SIMS 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 SIMS as C4 Social Isolation or Exclusion

Attitude to Learning (ATL): DEPARTMENT BASED

ACTION	CONSEQUENCE
Failure to complete homework	<ul style="list-style-type: none"> Warning for first occurrence Recorded on SIMS Automatic detention the same or next day for any subsequent occurrence
ATL below Good (2) in lesson (work rate focussed) Poor quality of work	<ul style="list-style-type: none"> Warning for first occurrence Automatic detention the same or next day for any subsequent occurrence Repeat ATL below good – Referral to Head of Department and Head of year
Poor test result based on pre-set target by class teacher	<ul style="list-style-type: none"> Automatic repeat test after additional preparation by pupil Target must be achieved

FAILURE to ATTEND DETENTIONS

ACTION	CONSEQUENCE
Break detention	<ul style="list-style-type: none"> Recorded on SIMS as behaviour point 30 minutes lunchtime detention with Head of Year or class teacher
Lunchtime detention	<ul style="list-style-type: none"> Recorded on SIMS as behaviour point 40 minute lunchtime detention with Head of Year, Head of Department or class teacher

Covid – 19 addendum to Behaviour policy

Introduction

In these very difficult and unprecedented times, behaviour and safeguarding of our students is still at the heart of our policy and practice at Litcham School. We fully recognise the contribution it can make to protect and support both students and staff amid the Coronavirus epidemic. The aim of this addendum to our behaviour Policy is to inform all stakeholders of the key changes to promote a positive and safe learning environment. Our Students' and staff welfare, safety and health are a key priority while they are attending school.

At Litcham School, despite the current challenges we face, it is still our policy to continue with our high standards and expectations of all students, take our students' health and welfare seriously, and to act in accordance with our behaviour policy to keep them safe. Our changes and processes for the dealing with behaviour during COVID – 19 are outlined below.

Uniform

Students will be expected to wear normal school uniform. On days when they have PE, they should attend in PE kit, as per info supplied to parents.

Arrival and departure

Students should clean their hands on arrival. Students should go to their year zones on arrival, respecting social distancing if they have to pass through other zones. Students go to tutor rooms at 8.45.

For bus departures, pupils queue on playground observing social distancing

Movement around school.

Students should always wear a face covering as they move around the school buildings. They should observe the protocols for putting on and removing face coverings.

They should observe the one way systems put in place to support social distancing.

Equipment and bags

Students will be expected to bring their own equipment and books to each lesson. Teachers cannot lend equipment, and students cannot borrow equipment from others.

Behaviour in lessons

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. Breaches of the Code in lessons will be dealt with using the normal school behaviour policy.

Behaviour at break and lunchtimes

Students are expected to maintain 1m+ social distancing at break and lunchtime. They should only go to their year zone, or tutor room if they are permitted by their tutor.

Detentions

Students will be expected to attend lunchtime and breaktime detentions at the request of their teacher. Students will be expected to attend room 15 detentions with their Head of Year. If a student has more than a single lunchtime detention in a week, they will be expected to report to their Head of Year at their office/base.

Safety protocols

Behaviour that wilfully undermines the safety measures that the school has put in place or risks the safety of students or staff will not be tolerated.

If incidents occur then they will be treated as high level behavioural incidents and sanctioned accordingly. Examples might include:

- Deliberately and persistently ignoring the social distancing measures put in place by the school
- Spitting at another student/member of staff
- Deliberately coughing at a student/member of staff
- Behaviour or language that is intended to cause alarm or distress to students/staff about the current situation.

As a result, the students' parents/carers will be contacted and the students will be subject to either:

- A period of time working in TATE
- A fixed term exclusion. If the school deems it appropriate, a series of longer fixed term exclusions will be implemented.

Review

This policy will be subject to regular review as the year progresses.