

BRENTSIDE HIGH SCHOOL

Behaviour and Discipline Policy and Practice

School Vision Statement

“Brentside High School challenges all to achieve excellence as lifelong learners with the highest expectations of themselves and others. No exceptions, no excuses”

Background

The school has a statutory responsibility (Section 88 (2) Education and Inspections Act 2006 {EIA 2006}) to establish a behaviour and discipline policy which demonstrates the values of the school and the measures it will take to promote good behaviour, prevent bullying and regulate the conduct of students. Rights and responsibilities of the various stakeholders are enshrined within the act or associated statutory guidance.

Terminology

Discipline is the system and ethos developed by the school which aims to cultivate in students a sense of self discipline and an acceptance of responsibility for their own actions, and for their consequences.

Behaviour is the way students conduct themselves and respond to situations and other people.

Rationale

Brentside High School recognises that effective learning and teaching can only take place in a caring, well-ordered environment, where individuals take responsibility for their actions.

This is best achieved by:

- Promoting outstanding behaviour for learning.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all, encouraging honesty, trust, fairness and tolerance.
- Consistency of response to both positive and negative behaviour.
- Early identification and intervention.
- Providing a safe environment free from disruption, violence, bullying, harassment, verbal abuse and sexist or racist attitudes and remarks.
- Developing a positive relationship with parents and carers in order to maintain high standards of behaviour for learning.

Through this we will work together to realize our school vision:

'Brentside High School challenges all to achieve excellence as lifelong learners with the highest expectations of themselves and others. No exceptions, no excuses.'

i. Policy

Aims of the behaviour and discipline policy

In order to establish a caring and inclusive ethos in which all students recognise and realise their potential to thrive and achieve, the school will aim to:

- develop in students a sense of self-discipline and an acceptance of responsibility for their own actions and the consequences of them
- to resolve conflict and to bring about positive change
- create conditions for a safe and orderly school community where effective learning can take place, in which there is mutual respect between all members, and where there is proper concern and pride for the environment and the school .
- develop a shared understanding between all stakeholders of their respective rights and responsibilities regarding behaviour and discipline
- ensure fair treatment of all
- improve behaviour through the use of restorative justice
- emphasise the positive approach of encouragement and praise, rather than the more negative one of criticism and punishment

Rights and responsibilities

- of the Governing Body

Having consulted with the headteacher, staff and parents and students on its principles, the Governing Body must establish behaviour and discipline policy and review it from time to time. The Governing Body must also support the school in the implementation of the policy. (Section 88(2) of the education and inspections act 2006)

- of the school

The school has a right to:

- enforce the behaviour and discipline policy by imposing sanctions for breaches of school rules, failure to follow instructions or other unacceptable conduct.
- expect pupils and parents cooperation in maintaining a climate for learning

- regulate the behaviour of pupils when off school premises and not supervised by school staff.
- put pupils aged under 18 in detention after school sessions and on some weekend and non-teaching days.
- expect pupils to respect the rights of other pupils and adults in the school
- not tolerate violence, threatening behaviour or abuse by pupils or parents
- take firm action against pupils who harass or denigrate staff on or off the school premises
- Confiscate and retain items that have been banned or disrupt the learning of others

The school has the responsibility to:

- consult the whole school regarding this policy
- ensure that the policy does not discriminate against any student on the grounds of race, gender, disability or sexual orientation
- draw up a clear set of sanction and apply them fairly, proportionately and reasonably –taking account of SEN, disability and the needs of vulnerable students
- take all reasonable measures to protect the safety and well being of staff and pupils
- ensure staff model good behaviour
- make alternative provision from day 6 for fixed term excluded pupils and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion

- **of the students:**

Students have the right to:

- contribute to the policy
- be taught in a safe environment conducive to learning
- expect the school to respond appropriately to poor conduct

Students have a responsibility to:

- follow reasonable instructions and accept sanctions in an appropriate way
- act as positive ambassadors when off the school premises
- not bring unlawful or banned items to school
- show respect to school staff, fellow pupils and the school environment
- cooperate with and abide by plans such as pastoral support plans and parenting contracts that are put in place to support their behaviour

- **of parents/carers**

Parents/carers have the right to:

- contribute to the behaviour and discipline policy

- be kept informed of their child's progress, including issues relating to behaviour
- expect their children to be safe, secure and respected in school
- have any complaint about their child being bullied taken seriously and investigated by the school
- appeal if they believe that the school has exercised its disciplinary authority unreasonably

Parents have a responsibility to

- respect the school's behaviour policy
- help ensure their child follows the school code of conduct and follow reasonable instructions by school staff
- send their child to school each day, suitably clothed (in accordance with the school uniform), punctually, fed, rested and equipped and ready to learn
- ensure school staff are made aware of any SEN related or other personal factors which may result in their child displaying behaviours outside the norm
- be prepared to work with the school to support their child's positive behaviour
- attend meetings, if requested, to discuss their child's behaviour
- adhere to the terms of any Parenting Contract or Order relating to their child
- if their child is excluded, ensure their child is not found in a public place during school hours in the first five days of exclusion and to attend a reintegration interview at the school at the end of a period of fixed term exclusion. ,

ii Practice

We will achieve our stated aims by:

- promoting good behaviour
- encouraging honesty and trust
- responding consistently to both positive and negative behaviour
- identifying and intervening early to address individual behavioural and emotional needs
- responding swiftly and effectively to all instances of poor behaviour and bullying
- providing a range of rewards that are accessible to all students
- providing a clear set of sanctions with associated procedures for carrying them out
- actively developing pupils' social, emotional and behavioural skills
- promoting self-esteem, self-discipline and positive relationships based on mutual respect
- using rewards and praise before sanctions to encourage positive behaviour
- providing a pastoral care system which supports behaviour for learning and links with relevant stakeholders and agencies
- consulting with all stakeholders about this policy
- publicising the behaviour and discipline policy to all stakeholders
- regularly monitoring the application of this policy
- always including constructive advice on how to improve if criticism is given
- developing the use of restorative justice through staff and student training

Restorative justice

An important element of the way the school seeks to improve behaviour is through the use of restorative justice and its principles and language are considered as part of the strategy when dealing with poor behaviour of any kind but in particular in cases of bullying and disrespectful behaviour whether verbal or physical.

The use of restorative justice may or may not be an alternative to sanctions. Sanctions may be given before or after a restorative process. The restorative process is designed to repair the harm done and bring about conflict resolution. For a restorative process to be used there must be an acceptance that harm has been caused at least by one party against another or by both (or all) parties.

Code of conduct

The following Code of Conduct was drawn up by students and staff and is reviewed annually.

At Brentside High School it is expected that everyone will act with courtesy and consideration to others at all times.

This means that:

- *You should always try to understand other people's point of view.*
- *In class you should make it as easy as possible for everyone to learn and for the teacher to teach. (This means arriving on time with everything you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate, and being quiet and sensible at all times).*
- *You should move about the school in an orderly and quiet fashion. (This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things). In crowded areas, please keep to the left.*
- *You should always speak politely to everyone (even if you feel bad tempered) and use a low voice. Shouting is always discourteous.*
- *You should keep the school clean and tidy so that it is a welcoming place of which we can be proud. (This means all litter in bins, keeping walls, furniture, equipment and books clean and unmarked, and taking great care of the displays, particularly of other people's work.*

Out of school, you should always remember that the reputation of Brentside High School depends on the way you behave.

Rewards

The emphasis should always be on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. Where criticism is given, it should always include advice on how to improve and should be constructive in its approach.

The key to promoting good behaviour and encouraging progress is through consistently and fairly applied rewards which should take a variety of forms to acknowledge attainment, progress, and achievement. There should be a range of rewards accessible to all students.

In addition to immediate feedback through praise, smiles and recognitions, the school operates a house merit system. The merits are awarded through SIMs and by the giving of stickers which accumulate for the individual student and their house. (See below). Year groups and departments also plan different reward activities to recognise progress, achievement or contributions to school life.

When a student achieves 10 or more house merits, certificates are awarded.

Initial Action	Consequence	Person responsible	Follow-up action
Student does something worthy of reward.	Teacher awards house merit.	Teacher	Right click 'achievement' on SIMS Sticker in book
Student receives 10 house merits	Student is awarded a bronze house merit	Form tutor	Certificate awarded in tutor time
Student receives a further 15 house merits	Student is awarded a silver house merit	Year leader	Certificate awarded in assembly by YL
Student receives a further 25 house merits	Student is awarded a gold house merit	Year Leader/FT	Meeting with HT who presents certificate to take home and recognition in house assembly

Sanctions

Consequences for bad behaviour should be fair and applied consistently in line with the Brentside sanctions and consequences table shown below.

There is a range of sanctions for unacceptable behaviour, which staff can apply as appropriate. Staff have the scope and the responsibility to deal with classroom problems and should do so as they occur.

The sanctioning of a whole group of students should be avoided.

Staff should always point out to students the reason they are being sanctioned.

Sanctions which humiliate students should not be given.

The support system should be used when a member of staff considers that he/she cannot or ought not to deal with a particular incident.

Poor behaviour consequence table

Action	Consequence (of ignoring warning)	Follow up actions will include
Refusing to comply with a teacher request or arguing	Increases the seriousness of the incident. E.g. detention length doubled	<ul style="list-style-type: none"> • Referral to senior staff (for monitoring) • Parents contacted • Withdrawal of privileges (break/lunch) • Refer for Lesson withdrawal
No books/ equipment / homework	Subject-specific sanction (e.g. detention)	<ul style="list-style-type: none"> • For repeated incidents: • Concern noted to form tutor • Student placed on ILP
Continuing to talk when asked not to	Moved to another seat Subject-specific sanction (e.g. detention)	<ul style="list-style-type: none"> • Concern noted to form tutor
Aggressive behaviour (includes swearing at / near staff, body contact, throwing items)	Detention Patrol / other staff called	<ul style="list-style-type: none"> • Parents contacted • Noted on student file • Headteacher notified
Drinking / eating inappropriately	Asked to throw in bin OR item confiscated, detention	<ul style="list-style-type: none"> • Litter duty or other community service
Littering	Detention (e.g. asked to clear up litter in the area)	<ul style="list-style-type: none"> • Litter duty or other community service
Arguing with seating plan / refusing to move seat / leave room	Detention	<ul style="list-style-type: none"> • Parents contacted • Referral to senior staff • Noted on student file • Restorative work with student and member of staff
Using mobile phone etc in school building	Phone is confiscated	<ul style="list-style-type: none"> • Phone taken to office or locked away for student to collect at end of day
Refusing to hand over item when requested	See page 29 (refusal to comply) Referral to senior staff	<ul style="list-style-type: none"> • Parents contacted • Item confiscated until parents come in to collect • If the item/phone is confiscated a second time, there will be a complete ban imposed

Refusing to wear proper uniform e.g. do up tie, tuck in shirt, take off coat/bag, remove jewellery/make up	Detention and/or Item confiscated	<ul style="list-style-type: none"> Uniform target set on ILP
Refusing to switch off earphones/phone/music player and put away (in bag)	See page 29 (refusal to comply), Item confiscated, detention	<ul style="list-style-type: none"> Parents contacted Withdrawal of privilege
Refusing to hand over item when requested	See page 29 (refusal to comply), Referral to senior staff	<ul style="list-style-type: none"> Parents contacted Item confiscated until parents come in
Failure to attend a detention	Next level of detention set (this increases length of detention) 10 mins minor misdemeanor 30 mins class/form teacher detention 45 mins subject/year detention 60 mins school detention 90 mins head's detention	<ul style="list-style-type: none"> Parents contacted Noted on student file Student placed on ILP Student seen by Deputy Head and put in school detention
Student receives two school detentions	Meeting with senior member staff	<ul style="list-style-type: none"> Parents are requested to come into school Parents and student informed that a further school detention will lead to inclusion/exclusion
Writing or drawing on furniture / classroom displays / damaging equipment	Given opportunity to remove graffiti	<ul style="list-style-type: none"> Parents billed for payment Noted on student file Student placed on ILP Samples of graffiti kept Community Service

Punctuality to school an lessons consequence table

Action	Consequence
Student late up to 20mins to 'am' registration	FT detention on same day up to 20mins
Student late to school or lessons twice in one week	Year Leader detention on Friday for 45 mins
Student late to school or lessons three times or more	Detention on Friday for 1 hour
Student misses Friday late detention	School detention for 1 hour

Punctuality concerns continue	Parents invited in to school to discuss concerns and agree Parent Contract
Punctuality concerns continue	Parents invited in to meet senior leader and/or referred to Governors for further action Referred to Local Authority Attendance Officer

