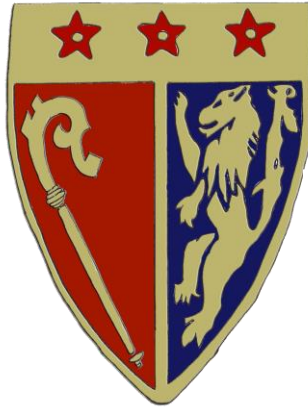


Glendale Community Middle School



PUPIL BEHAVIOUR & DISCIPLINE Policy

Revised: 06.06.16

Chair of Governors: Sophia Murray-John

Signed:

Date of next Review: Summer 2018



Pupil Behaviour and Discipline Policy

Status Statutory

Purpose

The purpose of this policy is to:

- “create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best”
- “promote and develop self-discipline, social awareness and appropriate standards of behaviour”

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

Procedures:

Pupils are expected to abide by the following rules:

Rules:

- 1. Have correct equipment**
[Planner - Reading book - 2 handwriting pens - 2pencils - 30cm rule - colour pencils - eraser. NO ERASER PENS OR TIPEX]
This will be checked on a weekly basis during form time or class assembly. Consequences will apply week to week, thus allowing more than enough time to replace lost/broken items.
- 2. Line up outside classrooms quietly, enter quietly & be ready to start lesson**
- 3. Listen to the teacher or whoever is addressing the class**
- 4. Follow instructions**
- 5. Don't say or do anything thing that would hurt or upset others**

Pupils will be rewarded in the following ways:

Rewards:

- 1. Praise**
- 2. Raffle tickets – (All weekly winners will be put into the termly draw for a £5 reward).**
- 3. House-points** (usually for academic rewards rather than behaviour)
- 4. Certificates of Merit** (usually for academic rewards rather than behaviour)
- 5. Positive Praise Card sent home**

If pupils behave inappropriately there are the following consequences:

Consequences:

- 1. Warning** (TAs and non-teaching staff to report incident to class teacher immediately after issuing their warning)
- 2. Second warning during a lesson – details will be recorded in the Pupil Incident Folder (The Book)**
- 3. If 3 warnings are required, the pupil in question will be removed from lesson, referred to their Key Stage Co-ordinator with a lunchtime detention card and a letter will sent home. PIF entry updated.**
- 4. Key Stage Co-ordinator may refer to Headteacher/Deputy Headteacher – where necessary.**

If a pupil's behaviour in lessons is such, that the learning of others is disrupted, then the following applies:

Red Card

- 1. Pupils are given a Red Card and are removed from the lesson by a member of the Leadership Team.**
- 2. Pupils work in isolation for a specified length of time.**
- 3. Parents are informed and pupils spend an hour after school completing work.**

If pupils continue to behave inappropriately a meeting/contact with parents will be arranged and pupils will be placed on a Behaviour Monitoring Card (see example) so their behaviour can be monitored. Further meetings will be arranged with parents to review progress as necessary.

Exclusion:

In serious cases of poor behaviour, exclusion will be considered. The situations where this will apply are:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Carrying an offensive weapon

Who was consulted?

Staff and governors have contributed to this policy. Parents are encouraged to support the policy through the home-school agreement.

Relationship to other policies

This policy is linked to the anti bullying policy, single equalities and diversity policy, rewards policy and the home-school agreement.

Roles and responsibilities of headteacher, other staff, governors

The **headteacher** will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. He or she will:

- implement the procedures listed
- inform the pupil's parent of the period of any exclusion, or of a permanent exclusion
- give the reasons for the exclusion
- advise the parent that they may make representations about the exclusion to the governing body's discipline committee
- advise the parent how his/her or representations may be made
- notify both the local education authority and the governing body's discipline committee of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.
- arrange an alternative placement for the pupil if excluded for more than 5 days.

The **headteacher and staff** will apply the principles identified above when implementing the whole-school approaches to positive behaviour.

Pupils will be consulted fully when rules are being decided and will be expected to observe them.

The **governing body** will carry out visits to the school during the school day to monitor the policy. They will establish a Pupil Discipline Committee of three or five members to oversee exclusions (where a pupil has been excluded for a total of more than 15 days in any one term or permanently) and ensure they will receive training to fulfil their role. The head will not be a member of this committee.

The committee will follow all guidelines provided in NCC 'A Guide for Governors Management Committees reviewing Exclusions'.

Arrangements for monitoring and evaluation

The staff and governing body will evaluate the impact of this policy by receiving data from the headteacher in the termly report to governors.

Prior to any review of the policy, feedback will be sought from the school council, staff and parents on the effectiveness of the policy.