

THE CHARTER SCHOOL POSITIVE DISCIPLINE CLASSROOM BEHAVIOUR POLICY

AIM OF THE SCHOOL

The aim of The Charter School is to provide an excellent education for children from the local community in a safe, supportive learning environment, where people are valued and make positive contributions to the school, and where pupils go on to become responsible, independent members of society.

PRINCIPLES

The Behaviour policy at The Charter School is based on the principle of mutual respect. Staff and pupils are expected to be polite and courteous to one another, and to deal with problems in a non-confrontational way.

Positive Discipline is about

- being positive
- giving clear, firm instructions
- having very clear simple rules and consequences that are implemented by all staff in a consistent way.

PURPOSES

- ❑ To enable pupils to study in a disciplined classroom environment
- ❑ To provide a consistent approach to classroom behaviour management
- ❑ To reward good behaviour and attendance in a consistent way
- ❑ To provide information about pupil behaviour for teachers, pastoral managers, parents and pupil files
- ❑ To support teaching and non-teaching staff in the implementation of effective classroom management

GUIDELINES

Within this general framework we have specific rules for classroom behaviour.

The classroom rules for The Charter School are as follows:

- Follow instructions straight away
- Arrive on time with everything you need to work
- Listen in silence to your teacher or other pupils
- Put up your hand when you need attention
- Keep hands, feet, objects and inappropriate comments to yourself

These rules need to be used and displayed in planners, classrooms and work areas.

The key aspect of Positive Discipline is the emphasis on **positive reinforcement of good behaviour**. We **expect** children to behave well - but they need our guidance and support! We need to *praise and promote good behaviour*, not just take it for granted.

Praise and rewards

As part of Positive Discipline, we use:

- VIVO Miles (Currency for Rewards)
- League Tables
- Presentations in Assemblies
- Letters to parents from Year Leaders; Directors of Learning; Deputy Head Teacher; Head Teacher and Governors

REWARDS:



Vivo Miles is used to reward and motivate young people using a range of tools, from easy-to-manage performance league tables to rewards-based shopping.

The scheme offers:

- **Buy-in**
A single rewards programme or culture that's understood and valued by all KS3 and KS4 pupils

- **Its own currency and 'plastic'**
Pupils amass and trade Vivos (V) for your choice of goods or services (and develop their financial capability in the process).
- **Positive choices**
A way to reward young people for reaching healthier decisions about eating and exercise.
- **Investment in learning**
A framework that actively supports 'Every Child Matters' in all its aspirations, including economic well-being.

Unique to the scheme is the Vivo Miles reward card and an unique scheme of rewards currency. Pupils can then use their 'Vivo miles' to participate in approved shopping - within The Charter School Vivo Shop.

Pupils are motivated by an attractive, credible rewards and currency scheme which helps raise standards on key fronts including becoming more active members of the school community and better ambassadors for it.

Vivo Miles offer teachers an effective classroom tool for recognising effort and conduct as well as an incentive scheme for creating projects and activities whose reach extends to communities, businesses and charities. All staff can reward pupils for a number of categories which all contribute to their fulfilment of the Every Child Matters objectives: - be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic wellbeing.

Every half term pupils are assessed in a Modular report. Pupil's attitude to learning is commented upon.

A= Outstanding

B= Good

C= Cause for Concern

D= Unsatisfactory

Pupils who receive

- an average of A or A/B across their modular report receive a letter home from the Director of Learning

Sanctions

Most pupils actually obey the rules: that is how schools function. The system for discouraging poor behaviour is outlined below.

First warning – Name recorded,

Pupils who break a classroom rule have their name written down on the board or a pad, or in PE or other practical areas, a piece of paper on a clipboard for example. This first stage – a first warning - is a public warning to pupils. Most pupils will stop misbehaving at this stage. The fact that their name is recorded means that they have a gap in their current "number of lessons of good behaviour" total. The teacher records pupils who have reached this and any stage.

Second warning – Move places, Next break/lunch detention and incident recorded in planner

A second warning is a second stage offence: a pupil has broken two rules or the same one twice. A pupil who receives a second warning must move to a different part of the room. The teacher records this on the board etc by marking a cross next to the pupil's name. (Do not write out the name twice!).

A second warning offence results in a break or lunchtime or after school detention with the class teacher or team member. A note should be written in the pupil planner by the class teacher. Pupils put in break or lunchtime break detention should not be sent to wait outside the staff offices, as this itself creates a problem of behaviour. Pupils should either sit in a classroom with the teacher or wait in an area near where the teacher is having a break (eg outside a workroom). If Curriculum Areas wish, they could set up a rotation system of some kind. A detention does not have to be onerous for the teacher! The teacher writes the fact that the pupil has had a second warning in the planner.

Third Warning – Removal from class to another area within the KCA and an after school detention

If a pupil reaches the third warning stage, the teacher sends a message to the School Office. The on-call system comes into operation: a Behaviour Officer comes to take the pupil away for that lesson and place him/her in the agreed classroom within the relevant KCA under the hosting system. If this option is not available then the pupil will be taken to the Behaviour Officer to complete the set work for that lesson. A letter goes home to parents.

The teacher also needs to complete a Third Warning Form in SIMS and it is recorded on the pupil record. The details of the misbehaviour will be noted and this will be included in a letter sent home from the School Office. The letter will also contain details of the detention issued by the Curriculum Area set by the relevant Key Curriculum Leader. A note should be written in the pupil's planner by the teacher giving notice of the after-school Curriculum Area detention.

Following a third warning and removal from class the pupil **returns to her/his next lesson** unless the offence is one of gross misconduct.

When a pupil is misbehaving and **preventing others from learning**, this pupil's behaviours must be addressed. It could include temporarily removing the pupil from the classroom. Normally staff will need to follow the system as outlined, progressing clearly from warning stage to warning stage with pupils.

The interest of the class must be seen as paramount and the disruption cannot be allowed to continue. Effective action will ensure that in most cases the pupil is subsequently able to re-join the class.

All staff MUST use this system: it will not work if some use it and not others - we need to support each other.

SUMMARY:

1st Warning:

Name on board

2nd Warning:

Note in planner and move seat
Detention break/lunch/after school

3rd Warning:

Removal from class
Behaviour entry into SIMS
1 hour detention after school
Letter to be sent home

Gross misconduct

This is a formal request from the Key Stage Director of Learning to exclude the pupils (In ACE or Externally for a fixed period) following an incident. Sometimes – hopefully rarely – a pupil will behave in a manner that is totally unacceptable and would be classed as gross misconduct – e.g. **fighting or swearing at a teacher**. If this happens the teacher sends a message to the School Office, and a Behaviour Officer comes to remove the pupil. The removal will ensure that the teacher does not have to teach the pupil again that day, whilst the incident is investigated. The teacher will provide the work for the lesson to the Behaviour Officer.

The teacher should complete a Gross Misconduct Form as a matter of urgency, and copy it to the relevant Key Curriculum Leader, Year Leader, Form Tutor, Behaviour Officer, School Office and the relevant Director of Learning. The Key Curriculum Leader has the responsibility of looking at the incident carefully in order to assess whether s/he agrees that it is in fact gross misconduct.

- Bullying
- Repeated non compliance
- Drug & Alcohol related behaviour
- Damage to personal or school property
- Physical Assault against adult
- Physical Assault against pupil
- Racist / Homophobic Abuse
- Sexual misconduct
- Theft
- Verbal abuse / threatening behaviour to adult
- Verbal abuse / threatening behaviour to pupil
- Carrying a weapon
- Selling

A sanction for a gross misconduct offence will be decided upon by the Director of Learning responsible for that Key Stage, acting on information and advice provided by the teacher, KCL, Behaviour Officer and other staff as required. If the incident involves violence, or verbal abuse of a member of staff, the sanction could include exclusion from school. Any decision on exclusions will be taken by the Headteacher.

A compulsory return from the ACE or a fixed term exclusion meeting will be held directly after the period of exclusion with the parent/carer, the pupil, the Year Leader and the teacher who issued the Gross Misconduct. The Director of Learning, KCL and/or AKCL will be informed and invited.

Post-16 Positive Discipline processes : Year 12 and Year 13

Stage 1 (three weeks):

- Teacher tells student they are going on a stage, the reason/s why and their SMART* targets.
- One SMART target is to attend a catch-up session for that subject (time and date tbc by KCL/SL /teacher and discussed with student)
- Teacher phones/writes home and informs parents of the stage, the reason why and the student's SMART* targets.
- Teacher completes email on the VLE (under useful forms) sent to Sixth Form Administrator (SFA)/DoL/Tutors/Year Leader/KCLs. This email contains the reasons and the targets.
- Stage Log completed – accessible by all on VLE under Staff, Y12 or Y13.
- If the student meets all SMART* targets before the end of the three weeks, they may be taken off stage. They cannot come off the stage early. It is irrevocable. If SMART* targets are not met, teacher can escalate to Stage 2.

Stage 2 (two weeks):

- Teacher tells student they are going on a stage 2, the reason/s why and their SMART* targets. Catch-up sessions arranged by teacher and discussed with student.
- Teacher to email Stage 2 referral to SFA/DoL/Tutors/Year Leader/KCLs before Stage 1 end date.
- SFA arranges a meeting time with teacher and Head of Year.
- A letter is sent home by SFA to confirm the meeting between the referring teacher, student, parent/s and Head of Year. An invitation will be sent to outlook calendars to confirm.
- It is the intention that all meetings occur within 2 weeks of the stage 2 referral.
- If the student meets all SMART* targets before the end of the two weeks, they may be taken off stage. They cannot come off the stage early. It is irrevocable. If SMART* targets are not met, teacher can escalate to Stage 3.

Stage 3 (two weeks):

Teacher tells student they are going on a stage 3, the reason/s why and their SMART* targets. Catch-up sessions arranged by teacher and discussed with student.

- Teacher to email Stage 3 referral to SFA/DoL/Tutors/Year Leader/KCLs before Stage 2 end date.
- SFA arranges a meeting time with teacher and DoL.
- A letter is sent home by SFA to arrange a meeting between the referring teacher, student, parents and DoL. Invitations will be sent to staff via outlook calendars to confirm.

- The student, parents, referring teacher and Director of Learning agree and sign an *Expectations Contract* detailing SMART* targets for the next two weeks. One of these targets will be to meet the DoL for a mid-point meeting.
- If the student meets all SMART* targets before the end of the two weeks, they may be taken off stage.

Stage 4:

The student will be asked to either drop the subject concerned or seek alternative educational provision.

R.E.S.P.E.C.T

The highest standards of behaviour are expected by pupils at all times. This includes movement around corridors, playgrounds and other recreational areas within the school. Pupils who misbehave will be issued with a yellow card as a warning. If pupils ignore the instructions they are given and continue to display the same behaviour then they will be issued with a red card. This will be recorded on the pupil's record and they will be given an automatic lunch time detention.

- **R -- Refusal to follow instructions**
- **E – Electronic Equipment (confiscation)**
- **S – Silence (refusing to acknowledge)**
- **P – Poor Language**
- **E – Excessive anger or confrontation**
- **C – Clothing and Uniform**
- **T – Threatening Behaviour**

LOSE RESPECT **LOSE THE GAME**

Monitoring and further consequences

Data on the awarding and number of third warnings and gross misconducts issued must be kept on computer and on file by the School Office. The number and frequency of third warnings and gross misconducts issued within a Curriculum Area should be **monitored weekly** by the Key Curriculum Leader. A weekly report is produced of all 3rd Warnings issued and this is shared with the Curriculum Area by the KCL. Pupils who fail to complete two set detentions issued by a Curriculum area will then be issued a detention from the Key Curriculum Leader for that Area. Failure to attend this will result in a request from the pupil respective Key Stage Director of Learning to formally exclude this pupil on the ground of repeated non-compliance. This will result in a day placement in ACE.

The issuing of third warnings and gross misconducts across a year group should be monitored weekly by the relevant Year Leader. The Director of Learning should also look at the third warnings and gross misconducts issued within the relevant Key Stage on a weekly basis. There are clear consequences for pupils who reach a certain number of higher warning stages in the discipline system. These are laid out below.

THRESHOLDS

These are set limits with respect to the number of 3rd Warning received and the impact this persistent behaviour is having to the learning of the individual pupil as well as others. The interest of the class must be seen as paramount and the disruption cannot be allowed to continue.

Pupils who receive more than three third warnings will be given an extended two hour detention with Director of Learning (KS3, KS4, Inclusion) in addition to their one hour detention with Key Curriculum Area. Pupils who receive two Gross Misconducts in a term will be detained until 5:00pm and those who receive three or more will be detained until 6:00pm by Director of Learning (KS3, KS4, Inclusion) on the day of their placement in ACE.

Warning total reached **Action to be taken**

5 x Third Warning	<p><u>Pupil placed in ACE for one (1) day</u> Director of Learning KS3 or KS4 to hold formal meeting with pupil warning them of the consequences. Director of Learning to identify and agree any support to be put in place with pupils.</p> <p>Pupil on report to key Stage DOL</p> <p>Letter to be sent home to inform parents</p>
10 x Third Warning	<p><u>Pupil placed in ACE for one (1) day.</u> Director of Learning for Inclusion to hold formal meeting with pupil and parents.</p> <p>Individual Behaviour Plan or PSP (Pastoral Support Plan) agreed with pupils and parents.</p> <ul style="list-style-type: none">• Possible placement within PSU• Discussion with specific staff and KCL regarding impact on learning mentoring

	<ul style="list-style-type: none"> Referral to Behaviour Manager for specific support e.g. Mentoring; Anger Management
15 x Third Warning	<p>Pupil on report to Inclusion/Personalisation DOL</p> <p><u>Pupil placed in ACE for two (2) days.</u></p> <p>Deputy Head teacher to hold formal meeting with pupil and parents.</p> <ul style="list-style-type: none"> Review of previous support Inclusion on LDD Register (School Action or School Action plus) Referral to Director of Learning (Inclusion) for external intervention Formal referral to SENCO for identified assessments Possible external placement or respite <p>Pupil on report to DHT</p>
20 x Third Warning	<p><u>3 days internal or external exclusion</u></p> <p>Pupil re-admission interview with parents held by Headteacher.</p> <ul style="list-style-type: none"> Review of previous support Agreed strategies to be shared with DOL to implement Review meeting date agreed
Higher numbers of Third Warning or Gross Misconduct	<p>External exclusion</p> <p>Decision at the discretion of the Head Teacher</p>

Lateness

If pupils arrive late to lesson without a good reason for being late then they should be recorded as late on the register and must complete a detention. The detention should be equivalent to the amount of time that the pupil was late to the lesson. This is the responsibility of the class teacher. If pupils are arriving routinely late to lessons then the detention should be extended. If lateness continues to be an issue then parents, form tutor, KCL and Year Leader should be notified. If pupils arrive late they must have a note signed by an appropriate adult. Going to the toilet or getting a drink is not a good reason for being late. Lateness should not be recorded as a warning unless pupils purposely disrupt the lesson as they enter the classroom.

Equipment

If pupils arrive to lessons without the correct equipment then this should be recorded on SIMS and an email sent to the form tutor. If pupils continue to attend lessons without the correct equipment then parents should be informed. This is the responsibility of the class teacher. **Not having the correct equipment should not constitute a warning.** Pupils who bring the correct equipment should be rewarded with Vivo's for being 'prepared to learn'.

SUMMARY OF DISCIPLINE PROCEDURES :

Classroom rules:

- Follow instructions straight away
- Arrive on time with everything you need to work
- Listen in silence to your teachers or other pupils
- Put up your hand when you need attention
- Keep hands, feet, objects and inappropriate comments to yourself

Recognition:

- Verbal praise/written praise
- Vivo Miles
- Letters home

Consequences:

First warning	- public warning
Second warning	- move to a different part of the room, stay behind at the end of lesson, record in planner. -next break/lunch/after school 15 minutes Curriculum Area detention/note in planner.
Third warning	- removal from class by Behaviour Officer and placement in KCA through hosting system. After school Curriculum Area detention/Third Warning form completed/letter sent home.

Gross misconduct

- removal from class by Behaviour Officer/ kept out of lessons/ sanction decided by Director of Learning responsible for that Key Stage.

Suggested Strategies for Positive Discipline in the Classroom:

- Always offer a Choice
- Catch pupils being good
- Thank you
- Positive questioning (Maybe if you ...then/and...)
- 'What should you be doing' (focus on the task at hand)
- Ignore...then reaffirm
- Always carry out consequences
- Remember to ...thank you (clear instructions)
- Acknowledge and redirect
- Focus on Primary behaviour
- When....then....questioning
- Sink in time
- Pausing
- Repeat not reword
- Keep it short
- Focus on what is expected