



Bury St Edmunds County Upper School

BEHAVIOUR POLICY

AIMS AND PRINCIPLES

This policy is based on the belief that the standards of behaviour expected by a school are those which reflect its values and therefore it aims to help achieve four key aspirations which all County Upper staff and governors share:

- that all students have equal value
- that we must lead young people towards autonomy where they are able to make decisions and to take charge of their lives
- that the school must be a community and in all its activities it must speak of care, consideration, pride and hard work
- that all effort and achievement must be celebrated and the positive should overwhelm the negative in all our procedures

The most important point about a statement of values is that it should be implemented constantly and consistently with those values underpinning expectations and rules. Pastoral principles and procedures are instrumental in achieving this so it is important that they are collated and linked to whole school philosophy. Accordingly, County Upper School has a pastoral handbook which complements its full staff handbook and is cross-referenced to it. These handbooks are available to all staff and governors and expand upon the methods which are summarised below. Behaviour was deemed outstanding again in the last Ofsted report (2013).

METHODS

The school aims to promote good behaviour and a positive ethos continuously through the quality of its relationships at all levels.

All students joining the school are issued with the student journal which includes the Code of Conduct and Expectations. This is discussed with a parent/guardian. Time is set aside with the form tutor to discuss this and the broader rewards and sanctions system of the school. The Guidance programme reinforces this and affords students the opportunity to discuss the issues involved.

The specific methods which are used are listed alphabetically. Guidelines are also issued to non-teaching staff.

(i) Attendance Procedures

- employment of a student support co-ordinator to deal with attendance and welfare issues
- certificates for 100% attendance in a term
- prizes for 100% attendance in a year
- lesson registers, spot checks and daily absence lists to discourage post registration truancy

- sending of work home in cases of appropriate unavoidable absence
- monitoring of form, year and school attendance on a weekly basis
- letters to parents of children whose attendance and/or punctuality is unsatisfactory over half a term
- immediate contact with parents of children who truant
- daily report and a school detention following truancy with a requirement to make up work on a second or subsequent occasion
- school detention for a fourth unjustified 'late' in a half term with a detention for every subsequent late until the end of that half term

(ii) Bullying Policy

The school policy follows as a separate document. Racial and sexual harassment are deemed to be bullying and are therefore covered by this policy.

(iii) Damage Payments

- total accident results in no charge
- silly behaviour results in half the replacement/repair cost being charged
- deliberate damage results in the full cost being charged

(iv) Detentions

- any teacher can give a lunchtime detention using a school pro-forma
- there is a school detention every Thursday at 4.00pm. Staff can only put a student in this detention by going through the Year Tutor
- departments/faculties can organise an after-school detention on any night except Thursday
- all staff must give at least 24 hours notice of an after-school detention

(v) Internal suspension

Year tutors in discussion with the Senior Teacher (Pastoral) can take students off timetable completely to remain isolated in the care of year and/or senior staff by arrangement. Work is set for the student to complete and the punishment continues throughout the school day with only the shortest of essential breaks. Parents are informed. This is used after several instances of disruption and is the last sanction prior to a fixed term of exclusion.

(vi) Loss of break and lunchtimes

This is used:

- for poor behaviour at these times
- for going off-site at these times
- to strengthen the sanction of being 'on report' if this is not going well
- as an integral part of an internal suspension

(vii) 'On report'

A system is well established. A daily report is used to collate comments for every lesson and may be used to:

- try and retrieve poor behaviour or work or both at a fairly early stage
- monitor attendance and/or punctuality
- monitor work and/or behaviour after some initial complaints
- support a student who is worried about behaviour and/or performance
- help a student to settle back into school after a period of exclusion

It is usual to inform parents that their child is 'on report' and for them to sign it daily.

(viii) Referrals

- a) For most indiscipline in lessons the first point of referral should be the Departmental colleagues or Head of Department. Issues should, as far as possible, be sorted out at Department level. This is a vital stage in our referral system which we should **not** omit.
- b) For serious issues where the Departmental sanctions have failed, then referral to the Year Head or Assistant Year Head is the best route.
- c) At any stage form tutors can be used to help and/or for information purposes.
- d) Referrals to Senior Staff would only come from Year Heads or AYT's.
- e) Punishments available are:
 - 1) removal to another class/set temporarily or permanently
 - 2) lines (not to be encouraged. Some other form of writing preferred)
 - 3) sending out of the room (only for short period, to cool off or quieten down – and not to be overused)
 - 4) referral in accordance with a, b, d above
 - 5) detention in accordance with (v) above
 - 6) report card (by Year Tutors)
 - 7) internal suspension (by Year Tutors in discussion with the Senior Teacher (Pastoral))
 - 8) exclusion (by Head or Deputy)

(ix) Rewards

- a 'merit' for any activity in or out of the classroom which represents achievement for a particular individual
- a certificate of merit for every five 'merits' gained
- annual effort, attainment, sports and attendance prizes
- colours in years 11 and 13 for extra-curricular contributions
- the sending of students with commendable work to middle and senior management
- the displaying of work by students of all abilities
- mention in the Head's monthly success newsletter
- Records of Achievement and associated processes

(x) Smoking punishment

The cigarettes etc are confiscated and a school detention given.

(xi) Uniform infringements

- liaison with home
- students deliberately wearing trainers may have them confiscated
- occasional full uniform checks across a year with a standard letter home
- students who have 'extravagant' hairstyles have to work in isolation until the situation is resolved

(xii) Exclusions

A log of all exclusions is kept and a termly report given to the Governing Body. Exclusions form part of the standard punishments used (see below.)

Only the Headteacher, or the Deputy Headteacher acting on her behalf, can exclude a student. The student will only be sent home once a parent has been contacted. The school follows all the LA and DfE procedures for exclusion and it is very rarely used.

SUMMARY OF STANDARD PUNISHMENTS

The school has a consistent, clear policy for dealing with a range of unacceptable behaviour and all staff are encouraged to report instances so that our policy is applied uniformly and our standards maintained.

Illegal substances: Possession in school results in a five day formal exclusion. A second incidence of possession or of supplying, with or without charge, results in a permanent exclusion.

Lateness: The 4th unjustified 'late' in a half term attracts a school detention. Every subsequent 'late' is punished with another detention until the end of the half term when the "slate" is cleaned.

Setting off the fire alarm: An intentional act results in a 1 day exclusion. Subsequent offences may attract a longer period of exclusion.

Smoking: In or around the school whilst in uniform attracts a school detention and the cigarettes etc are confiscated.

Swearing: At any adult attracts a formal 1 day exclusion; in the presence of any adult attracts a school detention.

Theft: Intentional theft will attract an exclusion of between 1 and 5 days according to the circumstances. Second and subsequent offences can lead to a permanent exclusion.

Truancy: For a first offence, parents are contacted and the student gets a school detention. For subsequent offences, the same punishment is applied and the student must make up all the lost work.

"Walkmans", Mobile phones and other extraneous items: if these disrupt a lesson, confiscation and, in the case of dangerous items (eg knives), referral to the Year Tutor.

nb. Fighting/bullying: we take a strong but flexible line on this, treating each incident individually.

USE OF RESTRAINT: It is vital that all colleagues are familiar with, and follow, the procedures.

MONITORING OF STUDENT PROGRESS AND BEHAVIOUR

This is achieved formally through:

- a timetable of reports and parents' evenings throughout the year
- an interim assessment system operated between the reporting times
- a weekly check of the homework planner
- regular reviews of set placements
- daily reports
- individual student files
- Headteacher's record of certificates of merit
- school detention record
- full subject reports on selected individuals
- school-based stages of assessment for students with special educational needs
- daily pastoral and whole-school briefings
- pastoral meetings within the whole school meetings cycle

LIAISON WITH PARENTS

This is achieved by:

- early involvement when things go wrong
- prompt replies to parental concerns; interviews can normally be guaranteed within an hour
- discussing 'difficult areas' face to face
- encouraging high attendance at parent consultations
- issuing an annual profile with space for a parent comment
- sending home a weekly information newsletter
- keeping careful records of all home-school liaison
- making available individual progress reports upon request
- involvement in the interim assessment system including an invitation to the individual interviews held with year eleven students
- publication of the main points of the rewards and sanctions policy

EVALUATION

In order to monitor this policy and its implementation the following action will be taken:

- 1) The Senior Teacher (Pastoral) will liaise with the Year Staff and the Headteacher to:

- Monitor behaviour patterns across the school
 - Ensure consistent application of this policy
 - Deal with any issues arising concerning the behaviour of individuals and the community as a whole
- 2) The Head will make a verbal report on the policy at the Spring Term meeting each year prior to an annual review of it. Any changes agreed at that meeting will take effect from the beginning of the next academic year.