

RHSC Behaviour and Discipline Policy

All educational research reveals that the single most important factor in determining how well students learn is the quality of student behaviour in the classroom.

Our vision

All students are to be known as individuals and feel valued; positive comments must predominate. A culture of good humour and cheerfulness pervades the institution, but at the same time staff are clearly in control. Students are self-disciplined and care for each other. They feel fairly treated and are well behaved in lessons and around the school.

All staff contribute to creating this culture and teachers take responsibility for dealing with misdemeanours that happen in their classroom.

Our principles

- Positive behaviour is modelled, recognised and rewarded by staff.
- Positive teacher comment and action must dominate and outnumber negative teacher comment and action.
- All students are expected to conduct themselves to the highest standards.
- No student's learning should be slowed by others' poor behaviour.
- Staff expectations of students, and all subsequent requests, must be fair and reasonable.
- Staff-student rapport is vital. Tutors play a crucial role in promoting the school's standards and developing rapport within their group.
- Staff take charge, and they challenge behaviour that does not reach the required standards.
- Staff take responsibility for positively affecting the mood and attitude of their pupils.

Modelling, Recognising and Rewarding

The school employs an array of rewards, believing them to be pivotal in the development of positive rapport, behaviour and conduct. The most significant of these is the personal positive interaction between teacher and student that occurs many times in every lesson. Other recognition tools / strategies include merits, positive events being logged, certificates, gift vouchers, attendance prizes, reports, tutor interviews, senior staff interviews, postcards home, learning walk letters home from Principal and Vice Principal, mentions in assemblies, subject certificates, specific rewards assemblies, reward activities for those without negative events, placing students in positions of responsibility ie prefects and Head Boy & Girl / Deputies, student photos on notice boards, phoning parents to praise students, positive messaging on notice boards and in the classroom, a focus on Behaviour for Learning (BfL). There are others.

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Dealing with unwanted behaviour

Minor incidents ie talking at the wrong time, lateness to lesson, being off task, calling out, out of seat, not producing enough work, poor appearance, no equipment. Such incidents are picked up by teachers and are appropriately dealt with by the class teacher (reprimand, detention).

Note – whole class detentions are not an appropriate sanction and should not be used.

Repeated minor incidents If such incidents become a pattern of behaviour, lessons may be disrupted and student progress slowed. Subsequently greater teacher intervention is required and the hierarchy of sanctions is explained, usually with support from HoD / pastoral leader. ie extended 1-1 discussion, detention, isolation, put on appropriate report, parents involved. HoDs liaise with pastoral leader to take charge of coordinated whole school approach when necessary.

Serious incidents ie violence, aggression, swearing at staff, theft, vandalism, suspected drug use, bullying. Such incidents require immediate attention from a senior member of staff, and will incur a serious sanction. Incidents listed will mostly result in fixed term exclusion (FEX).

Note – RHSC does not have an 'exclusion room' where poorly behaved students are placed during lesson time.

Repeated serious incidents will possibly result in a permanent exclusion (PEX), as will certain very serious isolated incidents. ie drug dealing, use of a weapon, assaulting staff.

(Note - We have averaged less than one Permanent Exclusion per year for fifteen years and these have been for repeated violence, repeated verbal and physical abuse of other students and possession of drugs considered not for personal use.)

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Exclusion procedures

In cases of a student being excluded from school, the following procedure will be followed;

- Circumstances of the incident will be as clearly established as possible, and will always involve the excluded student.
- The excluded student will have the decision explained to them.
- The parents of the excluded student will always be contacted and the decision will be explained to them clearly too.
- Parents will be invited into school for a re-integration meeting. This could take place at the point of exclusion or at the time of the student returning to school.
- Upon their return to school students will be placed on report. This is a daily monitoring system which emphasises positive behaviour and allows students to receive lots of positive feedback upon their return.

Procedural principles of our systems

- Respectful, positive tone and outlook must dominate procedures.
- Clearly communicated and simple expectations, procedures and consequences.
- Senior staff and those with leadership responsibilities lead by example, modelling excellent practice.
- Consistent staff application of expectations and procedures is vital.
- A simple range of sanctions and support available for use.
- Consistency of approach but with flexibility to judge each student individually.
- Teamwork and communication between colleagues (teacher-HOD-tutor-HoKS / HOY-GIB-FAR) allowing individual staff to take responsibility with support from the school's leaders.
- Collective decision making for serious incidents.
- Parental involvement and support is crucial, and subsequently actively sought.

Recording

We employ an electronic recording system of student behaviour 'Events' ('Events' is the generic label given to any notably positive or negative occurrence which can be behavioural or work related and is the term used on the recording system). This is firmly embedded in our daily routine, allowing full and well balanced and rigorous student records to be formed. Analysis of student Events shows that positives outweigh negatives significantly. This recording system is vital for

- Analysis
- Sharing of information
- Evidence

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Staff training

Regardless of experience and position, all new staff to RHSC undergo an induction programme which includes behaviour and discipline.

All evidence suggests that the standard of student behaviour at RHSC is outstanding (new staff, visitors, outside agencies, parent and student questionnaires, Ofsted). As a result lessons are highly productive, and student progress very good. We are determined to maintain and improve standards.

GIB Policy Revised March 2016

Adopted by Governors on 5th May 2016

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