



## **Behaviour and Discipline Policy**

Agreed date: Autumn 2021

Review date: Autumn 2023

Responsibility of: Head of Pastoral Team

# **Behaviour and Discipline Policy**

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

## **Our vision**

All pupils 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. Pupils 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 pupils are expected to conduct themselves to the highest standards.
- No pupil's learning should be slowed by others' poor behaviour.
- Staff expectations of pupils, and all subsequent requests, must be fair and reasonable.
- Staff-pupil 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 pupil 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 Headteacher and Deputy Head Teachers, mentions in assemblies, subject certificates, specific rewards assemblies, reward activities for those without negative events, placing pupils in positions of responsibility e.g. prefects and Senior Pupils / Deputies, pupil photos on notice boards, phoning parents to praise pupils, positive messaging on notice boards and in the classroom, a focus on Behaviour for Learning (BfL). There are others.

## **Dealing with unwanted behaviour**

Minor incidents e.g. 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.

To assist with this the school has introduced 'The Non-Negotiables' which are five minimum expectations all staff have of pupils in lessons and around the school. Pupils are regularly reminded about these by teachers, posters in each classroom and consistent sanctions applied for any pupil breaking these non-negotiable expectations:

## The Non-Negotiables

**Hard Work**  
Do your best and let others do the same.

**Respect**  
Listen to your teacher and your classmates, cooperating at all times.

**Appropriate Language**  
Use language with no swearing or offensive words/terms.

**Punctuality**  
Arrive on time with the correct equipment. Lateness not accepted, no excuses.

**Uniform**  
Wear uniform correctly at all times.

Repeated minor incidents If such incidents become a pattern of behaviour, lessons may be disrupted and pupil progress slowed. Subsequently greater teacher intervention is required and the hierarchy of sanctions is explained, usually with support from HoD / pastoral leader. E.g. 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.

### Covid-19

Any pupil not following instructions specifically designed to promote the personal safety of everyone in the school community will be subject to appropriate disciplinary measures.

Serious incidents e.g. 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 pupils are placed during lesson time.

### Peer on Peer abuse

Reepham High School and College recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up". We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer

abuse within our school and beyond. In cases where peer on peer abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Consensual or non-consensual sharing of nudes, semi-nudes, images and/or videos.
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

### **Tackling discrimination and harassment**

We do not tolerate any forms of discriminatory behaviour including direct or indirect discrimination, harassment or victimisation. Should an incident occur, we will act immediately to prevent any repetition of the incident and do all we can to support that person in overcoming any difficulties they may have. Incidents should be logged. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson.

### **After school Detentions**

It is a school's legal right to issue after school detentions without having to give prior notice to parents. However, due to the rural location of our school this punishment is used as a last resort and the school will give at least 24 hours' notice. The school will work with the parent to agree a day which causes the least inconvenience, but will be within one week of the initial misdemeanour.

Repeated serious incidents will possibly result in a permanent exclusion (PEX), as will certain very serious isolated incidents. E.g. 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 pupils and possession of drugs considered not for personal use.)

### **Exclusion procedures**

In cases of a pupil 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 pupil.
- The excluded pupil will have the decision explained to them.
- The parents of the excluded pupil 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 pupil returning to school.
- Upon their return to school pupils will be placed on report. This is a daily monitoring system which emphasises positive behaviour and allows pupils 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 pupil individually.
- Teamwork and communication between colleagues (teacher-HOD-tutor-HoKS/HOY-Asst. Headteacher-Headteacher) 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 pupil 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 pupil records to be formed. Analysis of pupil Events shows that positives outweigh negatives significantly. This recording system is vital for

- Analysis
- Sharing of information
- Evidence

### 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 pupil behaviour at RHSC is outstanding (new staff, visitors, outside agencies, parent and pupil questionnaires, Ofsted). As a result, lessons are highly productive, and pupil progress very good. We are determined to maintain and improve standards.