



Meopham School

ACADEMIC EXCELLENCE IN A RURAL SETTING

Behaviour and Discipline Policy

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Approved by	Chair of Governors
Date of next review	September 2021

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SECTION 1

INTRODUCTION

Meopham School promotes preparation for responsible adulthood and has:

- A clear philosophy and explicit principles based on commonly-held values of personal development and progress, care for the individual, self-esteem and respect for others;
- A well-organised, secure environment, conducive to learning and the healthy moral and social development that only a long-established school can give;
- A curriculum where high personal achievement is a priority;
- A smart, traditional uniform for all students.

This policy is intended to enable students, staff and parents to have a clear understanding of all issues relating to behaviour and discipline. It is hoped that this will enable the school to promote among students self-discipline and proper regard for the school's authority while at the same time encouraging good behaviour and respect for others.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty. Meopham School recognises that reasonable adjustments to the application of this policy will at times have to be made where required to meet individual needs and avoid disability discrimination.

SECTION 2

REWARDS

Meopham School has high expectations of its students, all of whom should try hard to value their own achievements, both in and out of the classroom. To encourage them a reward system operates throughout the school.

Students are rewarded by staff in a number of ways. These include house points for:

- Learning
- Metacognition
- Conduct
- Service to the Community
- Attendance

Additionally, the school promotes department postcards, stickers and stamps. Students can also be sent to the '**excellent work book**' if they have completed a particularly good piece of work. These students are acknowledged in newsletters.

Students with clear high standards are rewarded for their excellent personal presentation and organisation by being entered into a termly prize draw.

Students with 100% attendance are recognised through certificates, prizes and letters home. Form groups that have 100% attendance for a week are rewarded with a non- uniform day as are pupils who have 100% attendance for the term.

Prizes and awards are presented at the annual prize giving evening to those students whom staff feel have excelled in particular subjects or who have made outstanding effort and progress or who have given exceptional service to the school.

The school is pleased to nominate students for external awards relating to work both in school or out in the community.

SECTION 3

STUDENTS' BEHAVIOUR

At the school students are expected to be pleasant and responsible members of the school community who come to school in a positive, motivated frame of mind, ready and equipped to learn. Students will follow three School Rules:

1. Follow instructions promptly
2. Try your hardest in lessons
3. Treat others with courtesy and respect

SECTION 4

CODE OF ACCEPTABLE BEHAVIOUR

Meopham School "Home-School Agreement" summarises the school's expectations of the students. The intention is to reach a common definition of what the school expects of students at the school. At the same time, it recognises that teachers are important role models for students to follow in terms of good manners, courtesy and social behaviour. The school day to day guidelines for students are:

- I will take pride in being part of Meopham School.
- I will always work to the best of my ability.
- Nothing I do or say should cause hurt or unhappiness to any other member of Meopham School community.
- I will try my best to treat everyone and everything with care, courtesy and consideration.
- I will remember that every public action of mine outside school is judged to the good or harm of the whole school community.

- We all have a part to play in achieving a successful and happy school.
- There may be times when I might not live up to these standards. When this happens I will be honest with myself and with others, admitting my mistakes and doing all in my power to put things right.
- I will remember that my school concentrates on the success and achievement of individuals and not their failure.

SECTION 5

ACCESS TO THE SCHOOL

Students have free access to most areas of the school. However, there are certain restricted areas and students who go 'out of bounds' may be punished.

Students should not be in classrooms without a member of staff present, but in wet weather we allow this to occur with appropriate supervision.

SECTION 6

VALUABLES

It is useful within this policy to remind parents about valuables and damage.

The school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the personal property of students. Mobile phones, pens, watches and calculators etc should have their owner's name and postal code scratched, engraved or marked in some permanent way on them for identification.

It is unsafe for students to bring large amounts of money to school. If, in exceptional circumstances, this is necessary, it should be carried in a purse, wallet or envelope clearly marked with the owner's name and handed to the main office or Pastoral Support for safe-keeping immediately when the student arrives in school.

PE staff will put mobile phones, watches and money in a locker for safe-keeping if requested (these items must be identifiable as mentioned above). PE staff accept no responsibility for loss or damage to items stored in this way.

Appropriate portable technological devices may be brought to school, but they remain the sole responsibility of the student. Mobile phones may be brought to school for use on the way to and from school, but must not be used in lessons. Staff will not accept responsibility for looking after mobile phones under any circumstances. They are brought to school entirely at the students' own risk and the school will not be liable for any loss, theft or damage however caused. Mobile phones may be confiscated at the teacher's discretion and returned later in the day or to parents/carers. In the latter, the item will be stored in the school safe until collection.

Students are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items that are intended for sale. The school reserves the right to decide if an item has been brought into school for the purpose of sale. All such items can be confiscated until collected by a parent/carer.

SECTION 7

POLICY ON BREAKAGES AND DAMAGES

The school's policy on 'Breakages and Damages' is given below as a reminder:

Parents will be liable to pay for breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings and the fabric of the school) where this is a result of student's action, whether this is deliberate or reckless.

The charge will be for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair or restore as necessary. A receipt will be issued for all payments made.

SECTION 8

HOME TO SCHOOL AGREEMENT

Parent/Carer/Guardian. I will:

- See that my child goes to school regularly, on time and properly equipped.
- Inform the school of any concerns that might affect my child's progress.
- Inform the school immediately if my child is absent and provide a note to explain the absence.
- Support the school's rules for good behaviour and uniform.
- Support the school's Discipline Policy.
- Support my child in his/her homework.
- Attend Parents' Evenings and discussions about my child's progress.
- Keep the school informed of any medical conditions or changes of circumstances, e.g. address or telephone number.
- Improve students' health by encouraging walking/cycling between home and school, as fewer cars will benefit road safety on and around the School site, also reducing pollution in accordance with the School Travel Plan.

The Student. As a member of Meopham School, I will:

- Abide by Meopham School Code of Conduct.
- Attend school regularly and arrive on time.
- Bring all the correct books and equipment when required.
- Wear the school uniform and be tidy in appearance.
- Do my homework and classwork to the best of my ability.
- Be polite and considerate and behave in an orderly way at all times, including to and from school.
- Keep the school free from graffiti and litter.
- Use my school Planner to organise myself.
- Follow the School Rules.

The School. Meopham School will:

- Provide a safe, caring environment for your child.
- Encourage your child to achieve his or her full potential as a valued member of Meopham School.
- Provide a balanced relevant curriculum.
- Encourage high standards of work and behaviour.
- Contact you if there are any concerns that affect your child's progress.
- Keep you regularly informed about your child's progress.
- Set and mark homework on a regular basis, and provide facilities for your child to do homework after school.
- Arrange Parents' Evenings during which your child's progress and attainment will be discussed.
- Keep you informed about school activities through regular correspondence and newsletters.

A copy of the Home School Agreement will be given to every student/parent/carer/guardian on joining the School, signed by all parties, and retained in the student's file. A copy is also stored on the school website.

SECTION 9

SANCTIONS

It is hoped that staff and parents of students will work together for the total academic and social education of the child. This involves adherence to the rules of the school and society. Students who fail to conform will, unfortunately, need to be punished.

The school's range of sanctions is listed below. However, it should be borne in mind that the school's positive expectations of students place a strong emphasis on encouragement and expecting positive and co-operative behaviour and the cooperation of parents will be sought to modify poor behaviour. The school strongly believes in a restorative approach as a means of encouraging positive behaviours.

The aim is for students to live and work in a happy, friendly and courteous atmosphere. The ethos of the school is intended to support its students so that they are able to learn without distraction or interference. The school recognises discipline as important and necessary. Criticism and punishment will be directed towards the act of misbehaviour or failure to meet requirements rather than implied condemnation of a student. The student will be encouraged to work on targets for improvement. When deciding upon sanctions/reprimands for all students with SEN we assess their individual needs and apply the behaviour tariff accordingly.

We continue to monitor and take into account the guidance of the DfE, particularly regarding Social Inclusion, taking account of any subsequent guidance published by the DfE.

Students with Special Educational Needs: we observe the SEN Code of Practice. In particular, we make referrals to outside agencies when appropriate, and plan accordingly for the education of the student. Meopham's legal duties, in relation to the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students, will be considered when making decisions linked to discipline and behaviour.

1. Reprimand

Teachers may give a quiet, succinct reminder of agreed standards. Teachers will use the escalating C1-C5 system where students will be given every opportunity at each level to change their behaviour for learning.

- C1 – First warning/opportunity to change behaviour
- C2 – Second warning/ opportunity to change behaviour
- C3 – After school detention (30 minutes or 1 hour) with a teacher
- C4 – Senior Leadership detention (2 hours)
- C5 – Internal exclusion

Linked into this escalating consequence system are several layers of intervention to try to change the student's attitude to learning.

- 3 C3s or 25 behaviour points (whichever comes first) there will be a phone call home and the student will spend one day in isolation with their form tutor, followed by placement on grey report to their form tutor for 2 weeks.
- 6 C3s or 50 behaviour points (whichever comes first) there will be a phone call home and the student will spend one day in isolation with their House Leader, followed by placement on orange report to their House Leader for 2 weeks.
- 9 C3s or 75 behaviour points (whichever comes first) the student and parents/carers will require a meeting with the House Leader and Assistant Headteacher (AHT), in addition to spending two days in isolation with the AHT followed by placement on Yellow Report to the AHT for 2 weeks.
- 12 C3s or 100 behaviour points (whichever comes first) there will be a phone call home and the student will receive one day fixed term exclusion followed by 4 days isolation.
- Above 12 C3's or 100 behaviour points the student will be internally excluded for 2 days and on report to a Senior Leader for at least 2 weeks. The school discusses the long term provision for the student with the parents exploring alternative provision or another school through the Gravesham Inclusion Forum Team (GIFT). Bespoke internal provision may also be considered for the student.

NB: the school may consider a managed move or alternative provision before the above threshold is met if the pupil is persistently disrupting school business and is not

responding to the interventions that the school has put in place.

2. Additional Work

Additional work may be set at the end of a lesson for completion in social time or at home.

3. Detention

A short detention after school can reinforce a teacher's authority and reconfirm the school's expectations. A detention gives a student a timely reminder about inadequate attitude to learning.

C3 detentions will take place after school with 24 hours' notice to the student's parents. Although some students will wrongly "forget" to clear a detention, this should be a rarity. Even so, this is not acceptable. The punishment may be increased or the teacher may reprimand and give the student the opportunity to report on another occasion. Detentions can be used as an opportunity to converse with the student and re-establish a working relationship.

4. Referral to Curriculum Leaders

Problems in the classroom which are not resolved may be referred to Curriculum Leaders. Curriculum Leaders may use a range of strategies to promote a positive attitude to learning. A Curriculum Leader will also contact parents by letter or telephone to alert them to problems when appropriate.

5. Referral to Head of House

The Head of House will be the main driver for change across all pastoral barriers to learning. Targeted students on the basis of attitude to learning and attendance will be reviewed on a termly basis. Heads of House will work closely with students, parents and staff to ensure that the student is given every opportunity to achieve their personal best.

6. Pastoral Intervention

More general problems with a student will mean that the House Leader becomes

directly involved to work with the student to improve the situation. In extreme cases this may be referred to an Assistant Headteacher or the Headteacher.

The tutor, House Leader or Senior Leader will often use the "On Report" system as a means of both encouraging a student and checking that improvements are taking place. Parents will be asked to sign the "On Report" form to show they have knowledge of the intervention.

7. The Use of Positive Handling

A member of the School's staff may use positive handling in order to prevent a student from doing, or continuing to do, any of the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property (including their own).
- Engaging in behaviour prejudicial to maintaining good order and discipline at the School.

Although the use of reasonable force is sanctioned by section 550A of the 1996 Education Act which came into effect on 1 September 1998, the staff of Meopham School will normally use other methods to resolve situations. In addition, key staff are trained in Positive Handling strategies.

SECTION 10

Educational Needs and Disability (SEND) and vulnerable individuals:

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Individual behaviour plans.
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- In house counselling service to offer 1:1 support to develop self-esteem and social skills
- Lunchtime nurture group sessions.
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Adjusted curriculum provision.
- An adapted timetable with an agreed timescale.
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers.
- Strategies recommended by professionals are consistently implemented.
- Referral to outside agencies such as: LIFT, Child and Adolescent Mental Health Services (CAMHS), or the Virtual School for Children in Care.

Risk Assessments and Risk Reduction Plans:

- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g as part of a reintegration meeting following a fixed term exclusion. A whole school overview is updated to reflect the number of children on these plans and with their review dates.
- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.

- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Equality Act 2010:

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.