

## **Aims**

1. To provide an effective and safe learning environment for all, so that all can do their best.
2. To encourage high expectations in all aspects of school life which enable pupils to develop responsible attitudes.
3. To encourage all members of the school to be considerate, courteous and respectful to each other and to the wider community, recognising their responsibilities as citizens of the world.

## **Objectives**

1. To establish high levels of self-discipline, within clear expectations, to maximise individual learning and collective achievement.
2. To achieve high levels of consistency in policy implementation.
3. To increase levels of positive attitudes amongst pupils towards school life, all members of the school and to the wider community.
4. To provide a clear programme of guidance so that all pupils can achieve the above aims.
5. To provide the consistent experience of good teaching which promotes good behaviour (see Teaching and Learning Policy).
6. To safeguard pupils and to promote their welfare.

## **Strategies/Guidance**

The Headteacher has the legal responsibility for maintaining discipline in the school and determining acceptable standards. To do this the school will establish:

### **A. Clear Expectations**

These are embraced within the School's Code of Conduct and other published rules/expectations (See Appendix 1). Pupils are expected to respect all such expectations, and the active support of parents/carers is also expected as is clearly set out in the Home-School Agreement. All staff must consistently enforce all such expectations. They should act as role models of appropriate behaviour, displaying respect and courtesy to all at all times. All classrooms will display these expectations.

The expectations will be clearly displayed throughout the school, communicated to the wider school community and regularly discussed, at least once a term, in tutorial work/assemblies.

### **B. A System of Recognition and Reward**

The school will use all available means to publish and promote achievement by all members of the school. [Thomas Keble School Rewards Policy](#)

***All departmental teams/pastoral teams should be actively engaged in carrying out and developing this task.***

### **C. A System of Sanctions**

Teachers and all other paid staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or fail to follow a reasonable instruction. This applies to any time when the pupil is in school, or elsewhere under the charge of a

teacher, including school visits or after-school events. It also includes behaviour outside of school, which impacts on the school community or brings the school into disrepute.

*'To be lawful, the punishment (including detentions) must satisfy the following three conditions:*

*1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;*

*2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and*

*3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.*

*A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them'. (Behaviour and discipline in schools, DFE, February 2014)*

Sanctions can only encourage a positive attitude and improved behaviour if applied consistently and fairly. If problems occur that warrant sanctions, the following strategies should be adopted:

#### **1. Classroom teacher/Member of Staff immediately involved**

The most effective form of discipline is for the member of staff to take action themselves. Unacceptable effort and disruptive behaviour should be carefully reviewed and recorded by the individual member of staff.

In most cases the teacher should take the appropriate steps to prevent the problem. Strategies to be employed include:

- Explaining the problem to the child
- Verbal reprimand
- Adjusting seating plan for the class
- Setting extra work
- Break or lunch detention (pupils must be given "reasonable time" to eat, drink and use the toilet)
- Discussions with the tutor/parents/Head of Department (HOD)/Senior Pastoral Lead (SPL)
- After-school detention (parents/pupil should receive at least 24 hours' notice; in such cases and in any other case requiring parental contact consultation with HOD/SPL is essential. However, the school has the legal power to impose detention outside school hours and while we do not wish to inconvenience parents, we will always insist that pupils serve appropriate punishments. Parental consent is not required by law but the school always acts in a "reasonable manner".)

Behaviour that is a cause for concern must be reported via SIMS to tutor, HODs, SPL, as appropriate. Exact details are essential.

Heads of Department need to record such incidents as part of their effective monitoring. In the event of persistent poor effort, a departmental detention should be applied.

Pupils who persist in disrupting learning, or are responsible for a serious misdemeanour should be sent to the office, with a brief explanation and work. They will work under the direction of the Senior Management team (SMT) or senior staff. A full report will need to

follow up after the lesson as a matter of urgency (login following the system (Appendix 3). Such incidents will be followed up by the SPL, HOD, SMT as appropriate and would normally result in a letter home, an after-school detention and a review of the child's position on the Discipline Code (Appendix 2).

Once referred to an HOD, the HOD should work with the teacher to modify the pupil's behaviour in that subject. SPLs should be notified of any issues so that they can identify students causing concerns across subject areas. Once referred to an SPL they should work with departments to modify the student's behaviour in that subject and across several subjects if needed.

Under no circumstances should a member of staff tolerate abusive or extremely defiant behaviour. This must always be reported in writing as a matter of urgency, logged on SIMS, and this will always be regarded as a very serious incident.

The structure of the discipline at TK is outlined on the flow diagram (Appendix 3). It ensures that all staff have an appropriate overview of the behaviour and resolution of pupils in their care via SIMS. HODs have a pivotal role in the discipline of pupils and a stepped system is in operation using the SPLs and SMT for the more serious issues.

## **2. Department/Year/School Detentions See diagram Appendix 4ii**

Department: detention every department should run its own detention for behaviour that disrupts learning, including failure to complete homework.

A full record of all such detentions should be kept using SIMS. HOD should write home regarding concern, after consultation with SPL, as required.

Year detention: each SPL will organise their own lunchtime/after-school detentions, to punish persistent or serious offenders. Pastoral support and SMT line managers will support this process.

School detention: The Headteacher's After-School Detention will be supervised by the Headteacher or Deputy Headteacher. It will operate from 3.05 – 5.00 p.m. normally on a Friday. Pupils may only be placed in Headteacher's Detentions by SMT. Any HOD or SPL can recommend a pupil for such a detention. It will be reserved for very serious or persistent offenders.

All detentions are to be recorded on SIMS.

## **3. Serious and Persistent Problems**

This demands careful review by the SPL and SMT. At this stage a range of strategies will be employed, which will be communicated to parents. These might include further support to the child, with an aim of preventing the problem, or a range of more serious sanctions.

These will include as appropriate:

- After-school detention(s) with the Headteacher or Deputy Headteacher
- Appropriate Use of the various "Report Systems"
- A period of working in isolation
- Extended loss of privileges
- Isolation
- Fixed Term exclusion
- P.S.P. or the equivalent
- "Restorative Justice" strategies
- Permanent exclusion

In the case of smoking at school see guidance (Appendix 5).

Pupils who fail to respond to the imposition of detentions will be regarded “at risk” and, whenever appropriate, parents will be invited in at an early stage to discuss the problem behaviour.

Pastoral Leaders will call upon the services of outside agencies whenever possible and inform the SMT. This includes police where the behaviour is considered to be a criminal nature or poses a threat to the members of the school, community or public.

#### **4. Disciplinary Code of Practice**

It is expected that most pupils will never be placed on the “Disciplinary Code” throughout their school life. However, the code will clarify the position for that minority of students who are experiencing difficulties and inform all partners in the process (see Appendix 2).

SPL and SMT line manager propose appropriate levels for pupils, which are confirmed by the Headteacher, or in their absence by the Deputy Headteacher.

The Headteacher (or the Deputy Headteacher in their absence) is the only person who can exclude a student from school. The relevant senior pastoral leader will always be fully consulted about placing a child at Stage 4 or 5.

No child will be placed at Stage 6 until after all possible interventions have been exhausted or in extremely rare and exceptional circumstances. As indicated by Government guidance, the Headteacher will consult with the Chair of Governors.

Senior Pastoral Leads should ensure that records of all students at all Stages 1-5 are maintained and reviewed.

Staff should be informed of all decisions relating to pupils at regular intervals.

#### **5. Engaging Parents**

The school recognises the importance of partnership with parents. This is expressed in the “Home-School Partnership”, which all parents receive before any child joins the school. The school will update parents regularly on matters relating to this policy and invite all parents to have access to a copy as wished.

When children’s behaviour demands sanctions, parents will be informed, as set out in the policy, regarding detentions, serious or persistent problems and in the Discipline Code.

#### **6. Pupils’ Conduct Outside the School Gates**

Schools have a clear legal power to regulate pupils’ behaviour outside of school premises, “to such extent as is reasonable”.

This will include any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform

In addition, misbehaviour at any time that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, member of staff or member of the public

- Could adversely affect the reputation of the school.

PLEASE SEE SEPARATE POLICY ON EDUCATIONAL VISITS

**7. Confiscation of Inappropriate Items**

School staff have the legal power to search without consent if they believe a student may be in possession of a “prohibited item”. All searches are to be carried out by staff of the same gender as the young person. Two staff are to be present at all times, 1 searching and 1 watching. If a “prohibited item” is discovered, it should be reported immediately to the Headteacher and the item passed to the Finance Office to be stored in the school safe. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. However, if a teacher suspects a pupil of carrying a dangerous weapon and is likely to pose a serious risk to themselves or other pupils or staff, it is recommended that the police are contacted.

**8. The Use of Reasonable Force**

The law provides members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or damaging property, and to maintain good order and discipline in the classroom (see separate advice - “Use of force to Restrain Children”).

**9. Pastoral care for School Staff**

In the case of a member of staff being accused of misconduct, pending an investigation, the Governing Body should instruct the Headteacher to draw on the advice in the ‘Dealing with Allegations of Abuse against Teachers and Other Staff’ guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

All other adopted School policies should also be considered when applying this policy.

# Appendices

1. Code of Conduct
2. Disciplinary Code of Practice
3. Flow chart for dealing with Behaviour issues
4. Detention system
5. Roles and responsibilities
6. Guidance on Smoking
7. Uniform Guidance
8. Confiscation of Pupil's property – Guidance

## Appendix 1

### Code of Conduct

Thomas Keble has an agreed Code of Conduct which stresses our expectations of reasonable and polite behaviour. We ask parents to work closely with us to maintain a pleasant working and learning environment and to ensure that the Code of Conduct is adhered to.

The one rule for all of us in school is “Everyone will act with courtesy and consideration to others at all times, treating them with respect and remembering that our common purpose is to learn”.

This means that:

1. You should always try to understand other people’s point of view.
2. In class you should make it as easy as possible for everyone to learn and for the teachers to teach. (This means arriving on time with everything you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times).
3. You should move calmly and quietly about school. (This means never running, barging or shouting, but ready to help by opening doors, standing back to let people pass and helping to carry things). In crowded areas please keep to the left.
4. You should always speak politely to everyone (even if you feel bad tempered!) and use a low voice. There can be no excuse for bad language or behaviour which offends others. (For example, shouting or using “bad language” is always discourteous).
5. You should be silent whenever you are required to be. Any reasonable request from a member of staff should be carried out at once and without argument.
6. You should keep yourself clean and tidy. (Wear the full school uniform and keep to all rules about your appearance).
7. You should keep the school clean and tidy so that it is a welcoming place we can all be proud of. (This means only eating and drinking in the correct areas, putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly other people’s work).
8. Out of school you should always remember that the school’s reputation depends on the way you behave.

## Appendix 2

### Disciplinary Code of Practice

Date.....

Name of pupil..... has now been placed at Stage .....

This will be reviewed by the Headteacher and parents will be informed of the outcome.

Signed.....

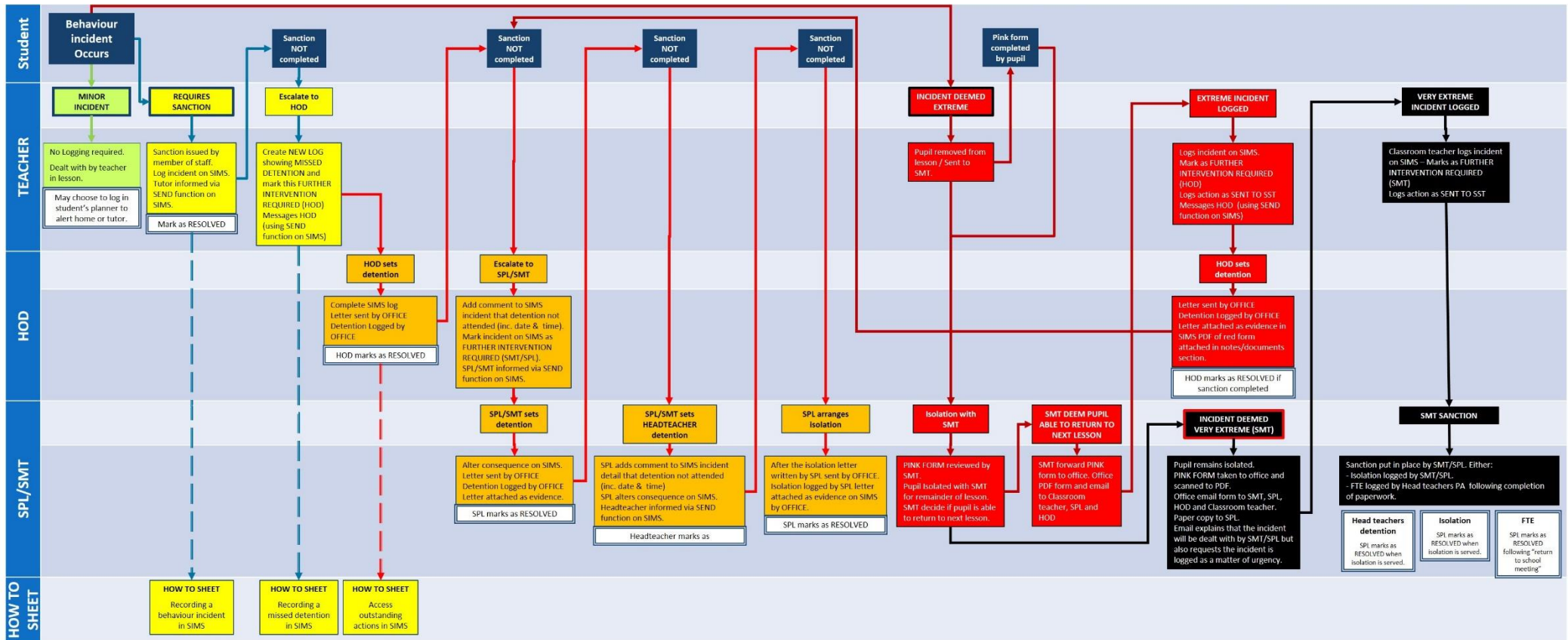
Stage 1	Parents notified of disciplinary incidents by form tutor or other member of the pastoral team. Tutor to discuss with SPL and take prime responsibility for monitoring/guidance. Parents invited to meet/communicate to discuss problems and strategies with tutor.
Stage 2	Serious disciplinary incident or continued/general problem. Parents contacted by Senior Pastoral Lead. Pupil placed on Tutor report. Referral to SMT line manager. Parental meeting requested.
Stage 3	Very serious incident or persistent problems, SMT line manager consulted. Senior pastoral leader contacts parents and places pupil on report to them. Parental meeting organised. Pupil likely to be involved in a series of detentions and/or isolation from some lessons.
Stage 4	Extremely serious incident or failure to respond to above. SMT contacts parents and places pupil on report to them. Parental meeting organised. Pupil likely to be involved in fixed term exclusion and/or extended isolation from lessons. Parents warned of risk to pupil's place within school.
Stage 5	Repeated extremely serious incidents and/or failure to respond to above. SMT contacts parents and organises meeting. Pupil on report to SMT and/or Headteacher. Alternative strategies to be employed might include long term alteration of timetable, P.S.P, extended isolation, extend fixed term exclusion. Parents given final warning of Permanent exclusion.
Stage 6	Permanent Exclusion from School. Parents informed by Headteacher (or in their absence, Deputy). Case reviewed by Governors' Disciplinary Committee. Re-Integration service involved.

#### Notes

- i. At every stage our approach will be preventative and remedial, striving to motivate/engage the pupil in positive behaviour. The pupil will have the opportunity to contribute to the review.
- ii. Referral to SENCO, EWO, Ed Psych. will take place at the earliest stage necessary, depending upon the pupil's circumstances.
- iii. Students do not necessarily pass through each stage in turn. For serious incidents a student may jump several stages and in exceptional circumstances move directly to Stage 6.
- iv. As soon as there is clear, consistent and sustained evidence of a pupil's improved behaviour there will be a review meeting organised by the SPL with the intent of moving him/her back one or more stages. Parents will be informed of all such reviews.



## Appendix 3

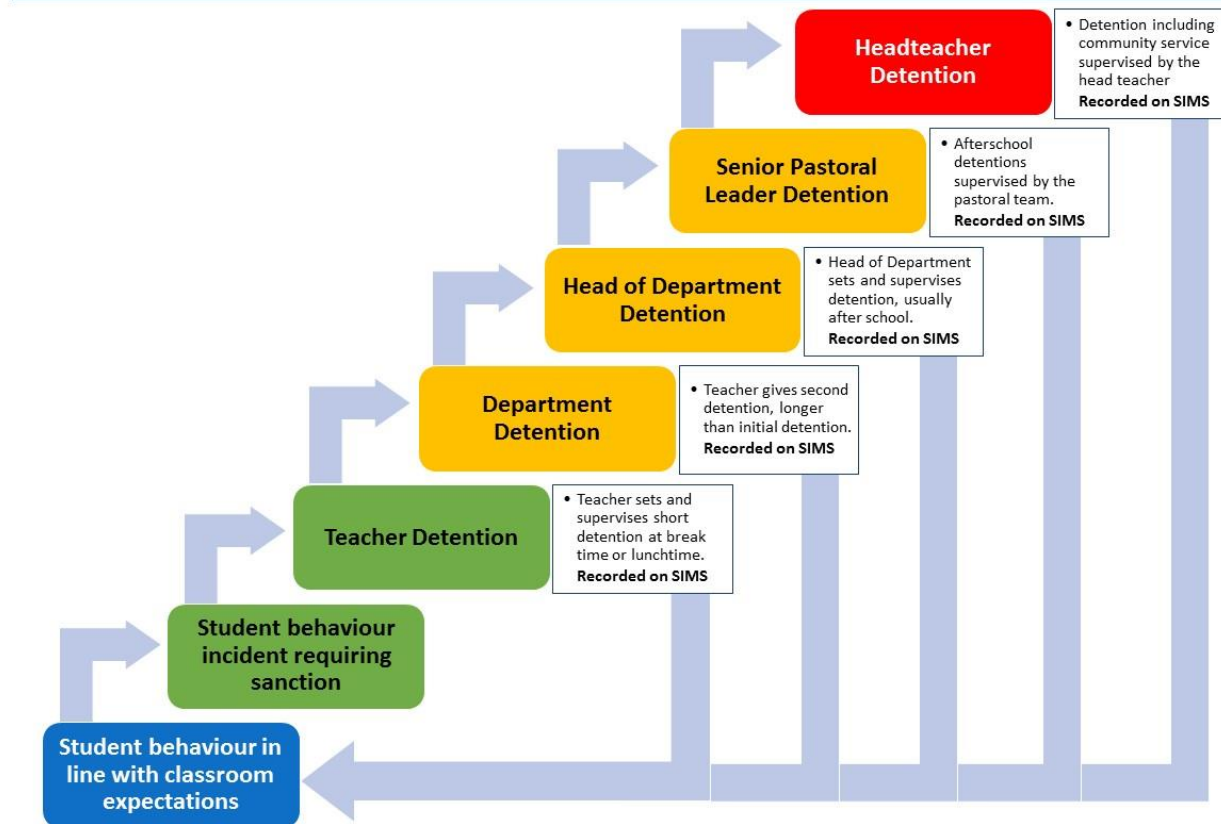


A3 Print version available here: [STAFFSHARE HYPERLINK](#)

How to guides here: [U:\Staff Information\How to](#)

## Appendix 4

### Detention system



## Appendix 5

### Behaviour Management roles and responsibilities

#### Teacher

- Classroom management
- Completion of initial SIMS logs in a timely fashion
- Actively sanctioning poor behaviour – not ignoring low level disruption
- Logging and referring (on SIMS) students that do not attend teacher sanctions and informing HOF (Head of Faculty)/HOD (or agreed member of department)
- Removing students where behaviour is extreme (a serious misdemeanour), or where they persist in disrupting learning, and logging incidents within agreed timescale for referral to HOD/HOF or in very extreme situations SPL or SMT
- Informing tutor of incidents using SIMS where appropriate

#### Head of Faculty (HOF) / Head of Department (HOD)

- Maintain an up-to-date knowledge of any behaviour concerns within the department / faculty and lead discussion on effective interventions during department/faculty meetings
- Regularly reviewing SIMS for outstanding actions
- Action all non-attenders to Classroom Teacher (CRT) detentions in line with school and department/faculty policy
- Ensure that escalated sanctions are completed where students have failed to complete teacher sanctions or where escalation is deemed necessary
- Keep up-to-date records of behaviour interventions at a departmental level
- Feedback effective behavioural interventions at LINK
- Maintain records of contact with parents and provide copies for filing to SPL
- Running or arranging departmental detentions
- Running or arranging department after-school detentions
- Use subject level reports cards to monitor progress in behaviour
- Actively resolving behaviour concerns within department: this might include restorative meetings with students and or staff, and close contact with home

#### Senior Pastoral Lead (SPL)

- Ensure that SMT are kept apprised of serious incidents in cohort
- Maintain a complete cross-curricular overview of behaviour
- Running or arranging SPL detentions
- Running or arranging SPL after-school detentions
- Arranging Headteacher detentions where appropriate
- Running isolations where necessary
- Provide full details of individual cases to SMT where required
- Manage the completion of all investigations within year group
- Use SPL level reports cards to monitor progress in behaviour of individuals/groups
- Maintain accurate records of parental contact
- Maintain accurate student files

#### Senior management team (SMT)

As above – support the staff body in ensuring that good behaviour for learning is consistent across all areas of the school at all times.

## Appendix 6

### Guidance re: Tobacco Smoking/Vaping

- Stage A** Any pupil found smoking or with smokers is given an afterschool detention by Senior Pastoral Lead. Letter home.  
(Stage 1 of Disciplinary Code)
- Stage B** Any pupil reported to a Senior Pastoral Lead for second offence should lose break and lunchtime for a week, plus an after-school detention **with SMT**. Letter home expressing grave concern. The detention should include a Health Education element.  
(Stage 2 of Disciplinary Code)
- Stage C** Any pupil reported to a Senior Pastoral Lead for a third offence should be punished as at Stage B and be isolated for a minimum of one day. Letter home with request for parental meeting.  
(Stage 3 of disciplinary Code).
- Stage D** Any pupil reported to a Senior Pastoral Lead for a fourth offence should be reported to SMT, who will organise an extended period of isolation and arrange a meeting with parents, if not achieved at Stage C.  
(Stage 4 of Disciplinary Code).
- Stage E** Any pupils reported to a Senior Pastoral Lead for a fifth offence should be reported to the Headteacher, with the pupil's file, so that an exclusion can take place. This is on the grounds of repeated defiance of school rules.  
(Stage 5 of Disciplinary Code)

Subsequent offences to be reported directly to the Headteacher.

At the start of each academic year all pupils at Stages A and B have a "fresh start". All pupils at Stages C and D begin at Stage 2. Any pupil at Stage 5 begins at Stage 3.

If a child is on the Discipline Code already, for other reasons, then these offences will be cumulative, increasing the stage as appropriate.

## Appendix 7

### Guidance: Upholding High Standards of Uniform

The vast majority of pupils conform to uniform expectations. Standards across the school are good, if not better, than ever before. This guidance is produced to maintain that position and to clarify the varied roles if problems occur.

No guidance can remove or replace the central role of all members of staff upholding uniform policy, in a consistent manner, assertively but calmly acting as this guidance suggests. Form tutors have a major responsibility but this can only be effective if they receive the active support of us all.

It follows that it is the responsibility of us all to know the uniform regulations.

If a pupil attends school without full uniform or wearing additional inappropriate items then:

#### Stage 1

- a) If this is likely to be for a single day and is relatively minor, the tutor should issue a uniform pass.
- b) All members of staff who see a child in such circumstances should ask to see the uniform pass and if none is available report it to the appropriate tutor, copy to Senior Pastoral Lead.
- c) If the situation is likely to be long term or is, in the opinion of the tutor, a major breach of uniform regulations the pupil should be reported to the Senior Pastoral Lead (if not, appropriate SMT line-manager). The SPL will consider issuing a uniform pass after investigation. In some cases this might be for an extended period, until parents can purchase the correct uniform or piercing has been safely removed.
- d) SPL will decide whether it is possible to send the child home to correct the problem or whether the issue is such that the child should work in isolation/lose social time. Consultation with SMT is essential. Communication to parents should be immediate in such cases.

#### Stage 2

If the problem persists then the pupil should be appropriately punished, initially by the tutor, then by the SPL. Once the SPL is involved in punishing a pupil, parents must be involved.

#### Stage 3

Once the problem has persisted beyond pastoral team intervention it must be referred to SMT and considered as persistent disobedience. This should be explained to the pupil and parent and if no resolution achieved then reflected in the Discipline Code. "Isolation" would be appropriate in most cases.

#### Stage 4

If the problem persists beyond SMT intervention, or if the problem at Stage 1 is regarded as exceptionally significant, then the problem must be referred to the Headteacher. If, at this stage, all attempts to resolve the matter have been exhausted, exclusion should be considered.

The time between stages will depend on circumstances, but in no cases should it be longer than one month between Stage 1 and Stage 4.

## Appendix 8

### Guidance on Confiscating Property in a Pupil's Possession

The right to confiscate has been clarified and supported in the 2006 Education Act. However, it demands considerable care and consideration and should never take place without regard to this guidance (see also Staff Handbook). An item should be confiscated if in the opinion of the member of staff it:

- a) Is illegal, or might be used as evidence in a criminal case.
- b) Is dangerous or potentially dangerous.
- c) Is inappropriate for school or has been used to disrupt normal school activities.
- d) Is specified as such by the school (such a list will be regularly updated).

N.B. in the case of items a) and b) the Headteacher must be informed urgently and the item passed to him/her. He/she will decide on the appropriate course of action.

In the case of c) and d) the item should be passed to the main school office, with clear details of the pupil's name and tutor group.

No member of staff should retain any item themselves for longer than is necessary to carry out the above.

In the cases of items c) and d)

1. On the first offence in a year a standard warning letter will be issued, which will refer to a punishment by the tutor.
2. On the second offence a standard letter will be issued, explaining that the pupil will be punished by their Senior Pastoral Lead.
3. On the third offence a standard letter will be issued explaining that the item can be collected from the school office by a parent. All such letters will be signed by SPL or a member of the SMT.
4. On the fourth offence parents will be contacted as this would reflect repeated defiance of school rules. SPL/SMT will decide on the appropriate course of action.

In cases 1 and 2 the item will be returned to the pupil at the end of school on the first occasion possible. Each warning letter will explain about further consequences if repeated.