

Range High School

Behaviour and Discipline Policy

Person responsible for Policy: Assistant Headteacher (Behaviour & attitudes)

Date of next review: - any changes will be brought to the attention of governors as, and when they occur

RESPONSIBILITY FOR THIS POLICY REMAINS WITH THE HEADTEACHER

ANNUAL REVIEW

Reviewed and updated: March 2021
Governors Informed: 18 March 2021
Updated: 09 December 2021

General Information

Governors: This policy will be reviewed annually by the Headteacher

Headteacher: Mr M McGarry

SLT: A watching brief is maintained by Mrs Ashworth (Associate lead – behaviour)

BEHAVIOUR AND DISCIPLINE POLICY

AIMS - Challenge Support Flourish

We aim to challenge all pupils to do their best, support them when they need it and we aim to see them flourish as learners and young people.

The School community values of mutual respect, cooperation and fair treatment helps to build relationships and promote a positive climate for learning. Range High School's aim is to create a safe and supportive environment for learning and behaviour that reinforces school values.

All students have a right to an education and, as an inclusive school, Range High aims to offer an excellent education to all its pupils, including those with behavioural difficulties. The school is also aware that it has a duty of care to all its pupils and will not allow individual pupils to damage the educational opportunities of others or to endanger their safety and well-being.

We aim to make our expectations of behaviour clear to all pupils and to provide positive adult role models of caring, considerate and co-operative behaviour. We will encourage the development of self discipline and a sense of responsibility for one's own actions and ensure that all adults in the school share a common responsibility for maintaining good discipline and promoting the school's guidelines on behaviour.

KEY PRINCIPLES

The school also follows the ethos of 'Ready, Respectful, Safe' in every aspect of school life. Appendix 1.

Good behaviour is vital to enable effective teaching and learning to take place in a safe environment. This environment will be created by:

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early effective intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive partnership with parents/carers to develop a shared approach to the implementation of this policy.

SCOPE

- Pupils on the way to and from school
- Pupils on trips and visits
- Pupils behaving in a way which affects our reputation (e.g. wearing our uniform)
- Cyberbullying, i.e. which does not happen on site but which affects the wellbeing of others or the smooth running of school
- All pupils including those in KS5 (the school uses an alternative Sixth Form Behaviour Management protocol for KS5 students – this is available on request)
- Behaviour beyond the school day which has a material effect on others in the school community

THE ROLE OF STAFF (TEACHING AND ASSOCIATE)

- To respect the rights of all members of the school community and treat them accordingly
- To practise consistent classroom organisation and management (Guidance for Staff - Appendix 2)
- To make every effort to motivate and encourage pupils by providing an appropriate and differentiated curriculum

- To make pupils aware of what is appropriate and inappropriate behaviour by discussion and clarification of school rules and code of behaviour in tutor time, assemblies and in subject lessons where appropriate. (Code of Conduct for Pupils - Appendix 5)
- To enforce the expected standards around the school site generally, in corridors, dining room, outside areas, etc.
- To recognise, encourage, praise and reward good behaviour for everybody (Rewards - Appendix 6)
- To sanction inappropriate or unacceptable behaviour in a fair and consistent manner (Appendices 2 and 3)
- To use a graduated system of response and support for staff and students (Appendix 2)
- To record incidents of inappropriate or unacceptable behaviour to inform parents where appropriate.
- To make every reasonable effort to identify and support pupils with behavioural difficulties (Appendix 4)
- Teachers are aware of, and implement, Quality First Teaching

THE ROLE OF STUDENTS

At Range High School we expect students:

- To respect the rights of all members of the school community both during the day and outside the school day and treat them accordingly
- To be tolerant and considerate of others and respect their rights, and property
- To follow instructions and obey school rules
- To be punctual to school and lessons and to be correctly dressed in the full school uniform
- To be attentive; engage positively in lessons and work hard in class
- To be organised and use their Class Charts accordingly
- To co-operate with others
- To behave in a manner that reflects the School's values and behavioural standards (Code of Conduct for Pupils – Appendix 5)
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THE ROLE OF PARENTS/CARERS

It is essential that all parents/carers agree to the principles and procedures set out in the school's Behaviour and Discipline policy. We would expect parents/carers to enter into an implicit contract by applying for a place at the school which includes their support for the school's Behaviour Policy and their recognition that adults in the school act in 'loco parentis'. We expect them to support the school by:

- Ensuring that their child leaves home every day at a time in order for them to be punctual to school
- Ensuring that their child is wearing full school uniform and has the necessary equipment and books.
- Ensuring their child has completed all necessary homework by checking and monitoring Class Charts.
- Communicating immediately with school when home circumstances affect their son/daughter's adherence to school policy (e.g. uniform/lateness).
- Ensuring that their child follows reasonable instructions by school staff and adheres to school rules.
- Respecting the school's Behaviour and Discipline policy and the disciplinary authority of school staff
- Working with school staff to support their child's positive behaviour; accessing Class Charts to frequently monitor and support their Child's positive behaviour.

THE ROLE OF GOVERNORS

Governors will ensure that:

- Rewards and behaviour trends are monitored across the school on a regular basis

- A member of the Governing Body will take part in the Pastoral Support Programme for individual students when necessary as part of the schools graduated response for behaviour issues.
- As far as is practicable, that the curriculum on offer and teachers' professional development time creates conditions for an appropriate and differentiated curriculum
- The Governing Body receives and monitors the number and reasons for exclusions on a termly basis
- The policy is reviewed regularly and that consultation occurs when changes are made

REWARDS

The School believes that rewarding pupils is an effective tool in promoting good behaviour. Rewards can take many forms and effective rewards motivate pupils so they should have some ownership of the systems in place. The organised Rewards Programme will be reviewed with the DHT and the School Council periodically.

Members of Staff will reward pupils via Class Charts

- Verbal commendations
- Merits
- Certificates
- Phone calls or letters home
- Taking part in the organised Rewards Programme.

SANCTIONS

Sanctions should ensure that pupils understand that they have not met the school's expectations and, where possible, make some form of reparation for their misbehaviour. Whatever sanction is used it should always be made clear to the pupil why they are being sanctioned and how, through improved behaviour, they can avoid a recurrence. Sanctions should be proportionate to the pupil's misbehaviour. Where we believe a pupil has brought an item into school which is prohibited we also reserve the right to search the pupil, this may also involve the use of a metal detector 'wand'. If such a situation ever arises there will always be at least two members of staff present. This builds on and supports the schools behaviour ethos of 'Ready, Respectful, Safe'.

The following might be appropriate sanctions:

- A verbal warning
- Timeout of the classroom for a few minutes
- Keeping the pupil behind at the end of the lesson for a few minutes
- Asking the pupil to come back to class at break or lunchtime
- Detentions (Appendix 2)
- Time out of lesson – reflection 'Using On Call'
- Internal isolation
- Exclusions (Appendix 3)

All sanctions offered will be:

- Proportionate
- Considered
- Supportive
- Decided on a case by case basis

This graduated approach ensures that inappropriate behaviour is dealt with quickly and fairly at the correct level.

We will also consider the following support mechanisms if deemed suitable

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- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

There are occasions in school when a pupil needs more ongoing support to help them manage their behaviour. In these cases, a Pastoral Support Programme (PSP) is set up that identifies precise and realistic behavioural outcomes for the pupil to work towards. PSPs are reviewed 2 or 3 weekly and progress is reported to the Assistant head teacher (behaviour).

ADDITIONAL INFORMATION

- The school will make an offer of a 'restorative justice' meeting if the school feels it will support a positive resolution to a situation
- Pupils who have concerns about the behaviour of others should address their concerns to their tutor in the first instance.
- Decided on a case-by-case basis
- If a pupil makes an allegation about the conduct of a member of staff this will be dealt with under the appropriate policy. A malicious allegation will be dealt with under this policy and referred to the LADO.

EVALUATING OUR POLICY

We will evaluate our behaviour and discipline policy using the following measures:

- Surveying staff throughout the year
- Monitoring the detention system
- Collecting pupil views through questionnaires and discussion with the Year and School Councils.
- Analysis of attainment cards and Behaviour for learning data for all year groups.

We recognise that there may be times when parents/carers may feel that we have not dealt well with an incident involving poor/unacceptable behaviour. If the behaviour is subject related we ask that you communicate with the relevant subject teacher in the first instance. If this needs escalating then we ask that you liaise with the relevant Head of Faculty. All other concerns should be directed via the Head of Year. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure. This involves contacting the Clerk to the Governors through school.

RELATED POLICIES


Our Behaviour and Discipline Policy links with, and should be read in conjunction with, the

- Guidance notes for this policy (attached as appendices)
- Anti-bullying Policy
- Child Protection Policy (Safeguarding)
- Health and Safety Policy
- SEND Policy
- Sixth Form Behaviour Strategy
- PSHE Policy
- Drug Education Policy
- Uniform guidelines

APPENDICES

APPENDIX 1

Ready Respectful Safe



Range Behaviour Blueprint

THE FIVE PILLARS OF RANGE PRACTICE:

1
CONSISTENT, CALM
BEHAVIOUR

2
FIRST ATTENTION FOR
BEST CONDUCT

3
RELENTLESS
ROUTINES

4
SCRIPTING DIFFICULT
INTERVENTIONS

5
RESTORATIVE
FOLLOW-UP

READY, RESPECTFUL, SAFE

RANGE

- ✓ **READY**
- ✓ **RESPECTFUL**
- ✓ **SAFE**

Challenge, Support, Flourish

Relentless Routines

1. First attention for best behaviour.
2. Relentlessly praise in public / reprimand in private.
3. Sixty minutes of learning.

Visible Consistencies

1. Expectations are modelled.
2. Consistent, calm behaviour.
3. Corridor Commitment.

Over & Above Recognition

Praise in public – recognition boards in every classroom
Write down behaviour you want to focus on each lesson
and recognise those doing it well!
Merits awarded via class charts every lesson.

Stepped Sanctions	
1	Reminder Reminder – Ready, Respectful, Safe. Privately if possible. Take Initiative to keep things at this stage.
2	Caution Clear verbal caution delivered privately. Make student aware of behaviour and consequences if they continue. Use the phrase, 'Think carefully about your next step'. <i>(-1 Last Chance Warning on Class Charts).</i>
3	Last Chance Speak privately and give them a last chance to engage. Offer positive choice and refer to previous good behaviour. Use 30s scripted intervention. Stay behind for two minutes after class where possible. <i>(-2 Last Chance Warning on Class Charts).</i>
4	Time Out Short time outside the room. A few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. <i>(-4 Time Out & Detention on Class Charts).</i>
WITHDRAWAL – If step 4 does not achieve desired results, the pupil should be sent to WITHDRAWAL. The adult in charge of the class can request a pupil leave the class at any time for a time out or go to withdrawal should behaviour merit it.	
5	Repair This might be a quick chat at break time, in the yard or a more formal meeting

Mantras

*Right time, right place, right tone.
Think carefully about your next step.*

Microscripts

30 seconds Scripts

- I noticed you are... (having trouble getting started)
- It was the rule about... (lining up) that you broke.
- Do you remember last week when you... (got a merit)? That is who I need to see today.
- Thank you for listening. (Now allow 'take up' time).

Assertive Sentence Stems

- I need you to... (following the agreed routine).
- I expect ... (to see question 1 completed in the next 2 minutes).
- You need to... (speak to me outside).
- I know you will... (pick that paper up off the floor).
- Thank you for...
- I have heard what you said, now you must...

The Restorative 5

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. How can we move forward?

Guidance for Staff

Some characteristics of good classroom organisation and management

- Clearly understood and achievable objectives
- A variety of teaching styles
- A stimulating environment
- Appropriately planned lessons differentiated to challenge and meet the needs of individual students
- Recognition of and praise for good behaviour via Class Charts and in person
- Valuing pupil's work
- Beginning and ending lessons on time
- There is a teacher-planned seating arrangement
- There are clear parameters about pupils talking and pupil movement about the room
- Teachers clearly understand whole school expectations regarding engagement, uniform, equipment, punctuality and conduct and report any concerns via Class Charts
- Rules regarding chewing, removal of outdoor clothing, infringements of uniform are applied firmly and consistently
- Teachers recognise their responsibility for ensuring good order outside the classroom at lesson changeover.

Guidelines for imposition of sanctions

- Unacceptable behaviour should be trigger a sanction
- Deal with the behaviour rather than the person
- Sanctions should be fair and consistent
- Sanctions should be in proportion to the offence. They should distinguish between minor and serious behaviour and isolated and persistent breaches of discipline.
- Sanctions should never be degrading or humiliating
- Whole groups should generally not be punished for the misbehaviour of individuals, however, pupils should also realise that they have a corporate responsibility regarding behaviour and this may sometimes lead to the whole group being required to take responsibility for its behaviour.
- Whole classes and/or individuals may be put on a class report or an individual targeted report. (If the whole class are put on report because there are too many pupils that need close monitoring to put on individual reports, then this should be explained to the class for the benefit of those pupils that would not normally have been put on report.)
- Uniform – persistent breaches of uniform policy may result in a proportionate sanction
- Refusal to complete work – persistent breaches may result in a proportionate sanction

Hierarchy of Responsibility

- Primary responsibility lies with the individual member of staff, who is responsible for behaviour and discipline of pupils in his, her classroom. Staff are also responsible for any sanctions they may impose. They may well consult colleagues but cannot abdicate their role. Each member of staff must also deal with the breaches of discipline around the school; the conduct of pupils outside the classroom is a shared responsibility.
- If unacceptable behaviour continues in a classroom situation, then the department must take action. The Curriculum Area Leader should inform both the form tutor and the Head of Year but responsibility for sanctions stays with the department. At this point the Curriculum Area Leader or Head of Faculty may wish to consider if changes in classroom practice would help improve the situation.

- If, after action is taken by the department, the unacceptable behaviour continues, then the Curriculum Area Leader should consult with the form tutor and Head of House.
- If the pupil's behaviour is poor across a number of curriculum areas then it is the responsibility of the tutor and Head of House who must take action (which other colleagues are expected to support)
- Dealing with inappropriate behaviour around school is a shared responsibility. The member of staff who comes across such behaviour should take action, but may wish to inform Tutor, Assistant Head of House or Head of House via appropriate channels – email, Class Charts or the House Blog.
- The Leadership Team have overall responsibility for behaviour management.
- The governing body have responsibility for the policy.

Strategies for responding to unacceptable behaviour

Teachers and others in a supervisory role should use their professional judgement in deciding how to handle a problem, but successful strategies might include:

- A discreet word with the individual
- A public reprimand
- Referral to Form Tutor, CAL, Head of Faculty, Head/Assistant Head of House as appropriate
- Moving the pupil to another position in the classroom
- Brief period of a few minutes outside the classroom to cool off
- Moving the pupil to a colleague's classroom
- Sending the pupil to the Withdrawal Room
- Using the 'Ready, Respectful, Safe' mantra at all times

Pupil's failure to respond to the above strategies or sanctions:

First stage	Subject teacher enlists support of CAL Subject teacher / CAL should contact home to communicate their concerns at this stage
Second stage	Subject teacher/curriculum area leader enlists the help of Head of Faculty
Third stage	Subject teacher, CAL/HOF enlists the help of Head or Assistant Head of Year.
Fourth stage	Head of Year enlists support of Assistant Headteacher (Wellbeing) or another member of SLT

If a situation of unacceptable behaviour occurs out of the classroom the pupil or pupils concerned should be reported to the Tutor, Assistant Head of House or Head of House.

DETENTION SYSTEM AND ITS USE

Lunchtime detentions ("Conduct Detentions") should be used for offences that occur in a teaching situation, such as not doing homework, repeatedly not having the correct equipment, not working hard enough in class or frequently disturbing the learning of others.

Lunchtime detentions can be given for a variety of reasons (this list is not exhaustive):

Poor conduct in lessons

- Lack of homework
- Lack of equipment (15 minutes rather than 30)
- Incorrect uniform
- Late to lesson without good reason
- Sent to withdrawal
- Poor conduct in school outside of lessons

After school detentions ("School Detentions"), usually given in consultation with the Head of Year, are given for (this list is not exhaustive):

- Unacceptable rudeness or disobedience
- Going off the school premises at lunchtime without permission
- Unsafe or aggressive behaviour on site
- Repeated failure to attend a lunchtime or departmental detention
- Smoking, including e-cigarettes

Staff should be mindful of availability of public transport, the age of the pupil, the time of the year and weather conditions when imposing detentions. This also applies to keeping a child behind at the end of a lesson for up to 10 minutes when it is at the end of the school day.

Parents are given at least 24 hours advance notice of School Detentions.

EXCLUSIONS

Exclusions can be authorised only by the Head Teacher or, in his/her absence, the Deputy Head. All exclusions are made in line with the statutory guidelines:

- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- The Education Act 1996; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

Permanent exclusion is the ultimate sanction and the school needs to intervene promptly and effectively in order to keep pupils in school wherever possible.

There are three kinds of exclusion:

Internal Exclusion

This is most frequently used for pupils whose behaviour is deemed unacceptable but not serious enough to be fixed-term excluded from school, or the fixed-term exclusion at home is deemed unsafe for the pupil. This type of exclusion is not reported to the LA. This will be used in conjunction with support to improve the pupil's behaviour. Parents/carers may also receive a letter warning them that a further instance of this behaviour will result in a Fixed Term Exclusion.

Fixed Term Exclusion – Only Headteacher or Deputy Headteacher in his absence can authorise this.

These are limited to a maximum of 45 days in one academic year. Most exclusions are in the order of 1 to 5 days in the first instance. These would be only used for serious breaches of school rules.

Wherever possible a contact meeting with parents/carers will precede any decision to exclude.

Examples of reasons for a fixed-term exclusion may include:

- Physical assault on any member of the school community
- Derogatory language, remarks or gestures which are considered harmful and offensive. This might include using derogatory language concerning a person's characteristics that are protected under the Equality Act (2010)
- Peer-on-peer abuse. This includes, but is not exclusive to, the components of peer-on-peer abuse identified in Keeping Children Safe in Education (2021 p12-13) including:
sexual assault and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse. Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. Such actions could also result in a permanent exclusion from the school
- Language, remarks or gestures which are offensive
- Possession or consumption of drugs on the school premises
- Possession or consumption of alcohol
- Persistent disobedience or disregard of the school rules and its code of conduct

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- Persistent disruption of lessons
- Persistent bullying of any kind
- Possession of banned items, e.g. laser pen / knife, or other items deemed potentially dangerous
- Consideration of previous disciplinary record
- For some offences where the pupil has already had an internal exclusion

(This list is not exhaustive.)

Any pupil returning to school after an exclusion would attend an interview with either Head teacher/Assistant Head teacher/Head of Year/Assistant Head of Year and a reintegration meeting is held. The pupil is then put on a monitoring period which includes targets being set during this period for the pupil. A SPA referral form to the Inclusion Team would be submitted by the Head of Year and the pupil would complete one-to-one work with a Learning Mentor, the aim of which is to educate the pupil as to why that particular behaviour was unacceptable and prevent further incidents of this kind occurring again

Permanent Exclusions

These are only used in the last resort if all other measures fail or in very serious cases. The school has to demonstrate that reasonable steps have been taken to avoid the exclusion and that allowing the pupil to remain in school would be detrimental to the education and welfare of the pupil or others in the school.

Reasonable steps might include:

- Exhausting other appropriate sanctions
- Interviewing pupil with parent/carer by Headteacher
- Involving outside agencies e.g. Early Help
- Pastoral Support Plan
- Meeting with Governors panel
- Seeking alternative provision e.g. Impact.

Pupils with Behavioural Difficulties

Behaviour Management is the responsibility of all members of staff.

There is no pattern of behaviour that automatically leads a pupil to be classified as having behavioural difficulties. Such classification could include pupils with mental health concerns or those with ADHD, but probably most commonly those who cause concern because their behaviour repeatedly challenges the schools discipline policy. There is a wide range of behaviour from being withdrawn to aggressive or attention seeking behaviour.

- Early identification of pupils with behavioural difficulties is desirable. Parents need to be informed of the school's concerns. The nature of the problem needs to be clarified and a strategy for dealing with general difficulties and specific incidents arrived at. All staff need to be aware that the pupil concerned has behavioural difficulties and should act accordingly. Heads of Year/ Learning Mentors/SENCO will work with staff to support such pupils
- Assistance from outside agencies should be sought at the earliest opportunity
- Advice from the Educational Psychologist should be sought if necessary
- A Pastoral Support Plan should be put in place if necessary

The SEND co-ordinator plays a vital role, liaising with staff (teaching and associate), Heads of Year and SLT to ensure that adequate additional support is provided for students with existing and developing behaviour needs.

There is an expectation that staff will access and follow the passport information for applicable students. Staff are also expected to highlight any concerns to SEND staff via email.

The Pupil Support Manager and Learning Mentors also support pupils with identified behaviour and emotional needs, some of which are at risk of permanent exclusion. They work closely with Heads/Assistant Heads of Year and Assistant Head Teacher (behaviour). This includes various interventions such as Early Help or alternative curriculum provision where suitable.

CODE OF CONDUCT FOR PUPILS

Appropriate Behaviour

Pupils should:

- arrive for lessons on time
- wear the school uniform as expected
- have the correct equipment for lessons
- bring in homework on the appropriate day
- participate actively in lessons and focus on their work
- follow instructions from an adult without argument
- ensure mobile phones and ear buds are not seen or heard during the school day
- move around the school safely and considerately, without carrying food or drink or listening to music
- observe the one-way system
- stay on the right hand side in two-way corridors
- use the toilet, visit their lockers and fill water bottles before the bell goes for the start of the lesson
- treat all other members of the school community and their property with respect
- observe school rules about banned items
- act in a safe manner to and from school

Rewards

Rewards are given for excellent or improved attendance, punctuality, correct uniform, organisation and good or improved behaviour. Pupils are also encouraged to get involved with school life. This could be either by playing for a school team, belonging to a school club or helping out at a special after school event that takes place throughout the year. Pupils are rewarded for all of these.

Rewards could include:

- Merits for classroom achievement
- Merits for student leadership
- Letters home sent through the post
- Certificates
- Early lunch rewards
- Trips out of school

All pupils are awarded merits for a number of different categories. These are recorded and pupils and parents are informed via Class Charts daily.

The Rewards Programme offers frequent small rewards for pupils in each Tutor Group and Faculty who have gained the most merits. Other rewards are given to those making the most progress and those avoiding any detentions.