



Student Behaviour Policy

John Ferneley College

Last Reviewed: September 2018

Key Principle – Students have rights. At the same time, and equally important they have responsibilities. In addition, they are expected to respect themselves, others and the environment. If the students fail to act responsibly or show a lack of respect, members of staff have the right to apply appropriate sanctions.

1.0 Value Judgements – Self-discipline is the best form of discipline: it develops in a trusting environment in which individuals have rights and responsibility

2.0 A Positive Approach

2.1 Maintaining good discipline in the classroom is at the heart of good teaching. The maintenance of good discipline is a complex and highly skilled activity. It requires teachers to exhibit a high degree of emotional intelligence and employ a wide variety of teaching and learning strategies.

2.2 Good discipline is not only a matter of rules and punishments, praise and recognition encourage good behaviour. We need to take a positive line at all times, particularly when correcting unacceptable behaviour.

2.3 The John Ferneley College approach of ‘Children First’ plays a crucial role in creating a positive atmosphere based on a sense of community and shared values. Building on the College's Mission Statement and our aims, values and principles, it promotes a positive college ethos based on rights, responsibilities and respect.

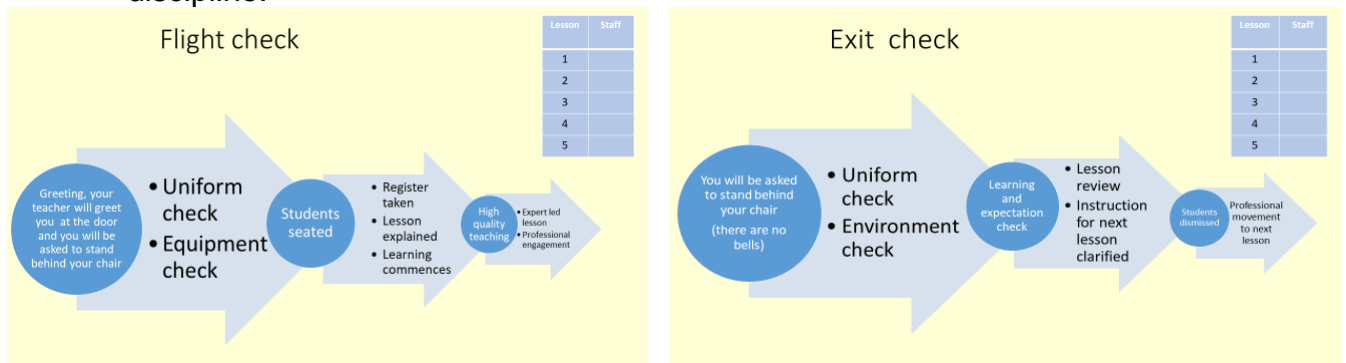
2.4 The strong moral and social message at the heart of the College Charter should underpin all of our dealings with students.

2.5 The opportunity to exercise responsibility should be built into the everyday experience of children. To benefit from responsibility, students need to know what is expected of them. When they act responsibly they should be praised. When things go wrong we should see this as an opportunity for moral and social education.

2.6 Bad behaviour in the classroom can be a consequence of boredom or frustration. A review of lesson aims and purposes, teaching methods, levels of challenge, appropriateness of resources, all may help to reduce this type of poor behaviour.

2.7 Staff should ensure that students follow a clear, orderly routine using the well-established

- Flight Check at the start of every lesson and exit check at the end of every lesson. When problems occur they should be dealt with in a firm, consistent, and fair way. Effective classroom management is an important aspect of good discipline.



2.8 The College has a responsibility to provide training programmes to support staff in developing classroom management strategies.

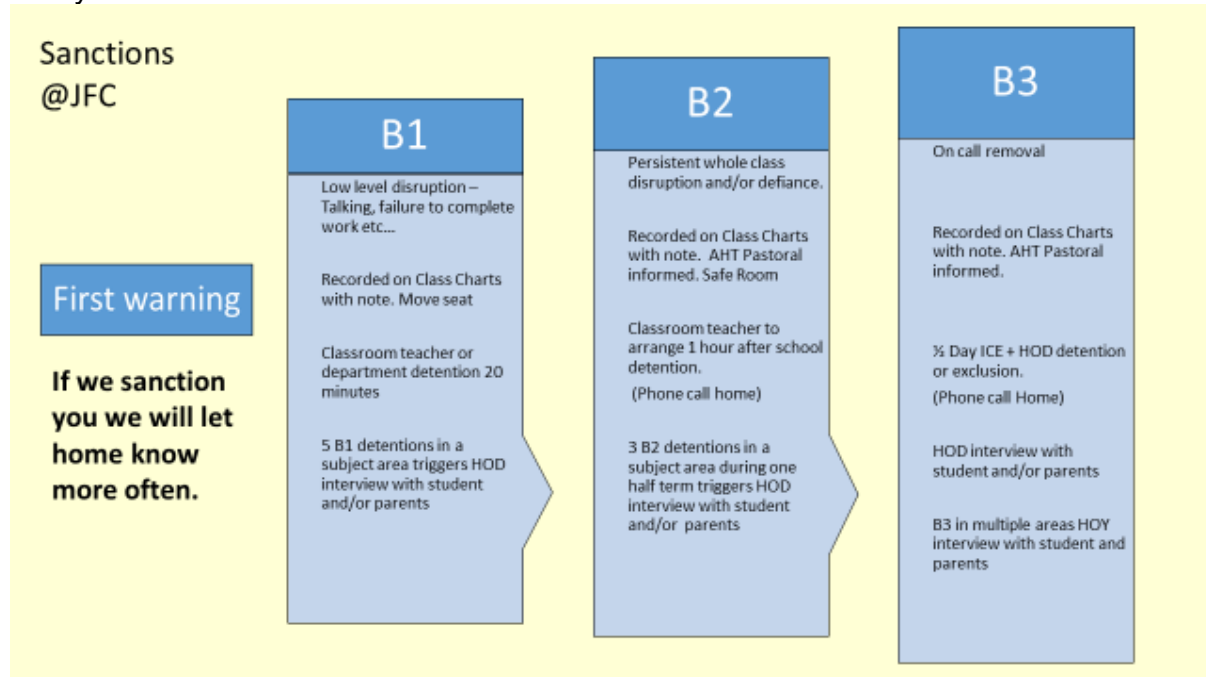
3.0 Dealing with misbehaviour

3.1 However positive the classroom management, interesting the lesson, and appropriate the teaching strategy, students will still occasionally misbehave. This view is why the college has a range of appropriate sanctions which are outlined below.

3.2 When deciding on the appropriateness of a college sanction staff should take into account the student, the misdemeanour and the circumstances, they should consider information received in pastoral briefings.

3.3 Staff should in the first instance attempt to deal with misbehaviour within the classroom. Usually by a verbal reprimand followed by an official warning. However, if this fails they should involve they should follow the sanctions using the B1, B2 and

B3 system.



The behaviour steps should be,

- Verbal Challenge

If behaviour continues to disrupt learning

- Official warning – logged on class charts

If behaviour continues to disrupt learning

- B1 – 20 minute detention – supervised by curriculum area and restorative form filled in by student

If behaviour continues to disrupt learning

- B2 – After school detention and moved to a Safe Room

If your behaviour continues to disrupt learning

- B3 - After school detention and moved to behaviour triage – followed by ½ a day in ICE

Certain behaviour types may result in skipping steps e.g. physical violence, bullying and use of homophobic, gender based or racist language and other examples of extreme behaviour.

3.4 Incidents of misbehaviour will be entered on Class Charts with an accompanying note. Pastoral Leaders, Middle Leaders and Senior Leaders will monitor class charts and take appropriate action. A weekly behaviour report will be issued from Class Charts to Middle and Senior Leaders.

3.5 Heads of Department will address behaviour occurring in their area. This may include setting detentions and home contact in line with the B1, B2 and B3 procedure.

3.6 The Head of Year will address problems occurring in a number of subject areas where the Form Tutor has been unable to resolve the problem any additional action taken by the Head of Year , should be recorded on CLASS CHARTS

3.7 In matters of discipline, the classroom teacher should seek advice and support from their Head of Department who in turn should seek help from a Pastoral Leader who then turn to the Assistant Head Teacher or Student Manager for assistance.

3.8 If required the Assistant Head Teacher will seek advice from the Deputy Head of school who may seek support and advice from the Head of School.

3.9 With all incidents of misbehaviour all staff should follow the procedures outlined above

4.0 Additional Help

4.1 Parents expect their child to behave well at college. It is therefore important to involve parents at the earliest opportunity following a serious incident or when a persistent pattern of misbehaviour is identified. Parents will be notified if they have log on to class charts. Parents have access to B1, B2 and B3 notes therefore responses should be accurate, concise and professional. They must also be GDPR sensitive so not involve multiple student names.

4.2 In some instances the college will need to call upon the help of outside agencies to support the work being undertaken with particular students. These agencies might include:

Educational Welfare Officer, Educational Psychologist, School Nurse, Police etc. Following consultation with the Deputy Head of School and Pastoral Leader, they will decide which, if any, agency needs to be involved.

5.0 Sanctions

5.1 The College has identified a number of sanctions for use when dealing with misbehaviour.

Physical force should never be used as a sanction.

- a) Verbal Admonishment shouting at students can often inflame an already difficult situation. Shouting should be reserved for occasional serious incidents and even then only after careful thought. It is much better to talk students through the problem in a calm manner.
- b) Written Punishment Try to ensure that the punishment set is relevant to the misbehaviour, acceptable in length and appropriate to the ability level of the student. Departments have a restorative form they can use during B1 detentions. Please do not set extra academic work as a written punishment as

this gives a wrong impression. Learning tasks should not be used as a punishment.

- c) Lunchtime and Break time Detentions, Students must be supervised during their detention period. If the detention clashes with a lunchtime or break time, detention will be given priority over the latter. Detentions should not be held in public places i.e. the restaurant. Detention is rarely a suitable punishment for a whole class of students.

d) Contact with Parents In cases of indiscipline, where basic sanctions have been set, but failed, it is important that the Form Tutor, after consultation with their Head of Year, contact the student's parents. Heads of Year, Student Managers and SLT may also contact parents when necessary, especially where the incidents are of a more serious nature or are persistent. This contact can be by either telephone conversations and/or a letter home.

e) 'On report'. This system is the responsibility of the Tutor, Pastoral Leader, and The Senior Leadership Team. Parents should be informed of the reason for the sanction. During the period of 'on report', the student must obtain a comment and a signature from the class teacher at the end of each lesson. (To be reviewed Jan 2019)

f) Parental Interview In most cases of indiscipline it is very useful to arrange a meeting with a student's parents. If this is due to a series of B1 sanctions initial contact should be made by Head of Departments. If a succession of B2 sanctions contact should be made by Head of Department or if over a series of subjects the Pastoral Leader, Student Manager or member of SLT.

g) Isolation/Inclusion and Behaviour triage. If a student is removed from lesson for a serious incident or if further investigation needs to take place. They will be escorted to behaviour triage by the 'On Call' Student Manager. During their time in triage the any issues will be investigated. Usually students will be able to return to lessons and a B1 or B2 sanction applied as appropriate. Occasionally students may be kept in triage for an extended period in order to protect their learning and the learning of others. A B3 sanction will usually incur a half day in isolation (ICE) this will take place in triage. In cases of severe disruption of learning and or events like physical violence students will spend time in the Inclusion Bungalow, this reflects the school stance on exclusion, that many students may not be supervised or educated during a fixed term exclusions. If the Senior Leaders, Pastoral Leaders or Student Manager may feel it appropriate to remove a student from lessons and isolate them from their peers. This should be a planned short-term measure. The student would complete the work they would usually have done during this time. It is not acceptable to isolate a student from class without supervision. Isolation periods are half a day up to a maximum of two days. Internal isolation in the Bungalow could go beyond two days.

k) After College Detention

This is the agreed punishment for B2 sanctions. Parents must be consulted and given at least 24 hour notice of an after College detention. The detentions are supervised by a member of staff, the teacher issuing the B2 should be encouraged to speak to the student during this time or before their next lesson. This punishment is particularly suitable for truancy or attendance issues.

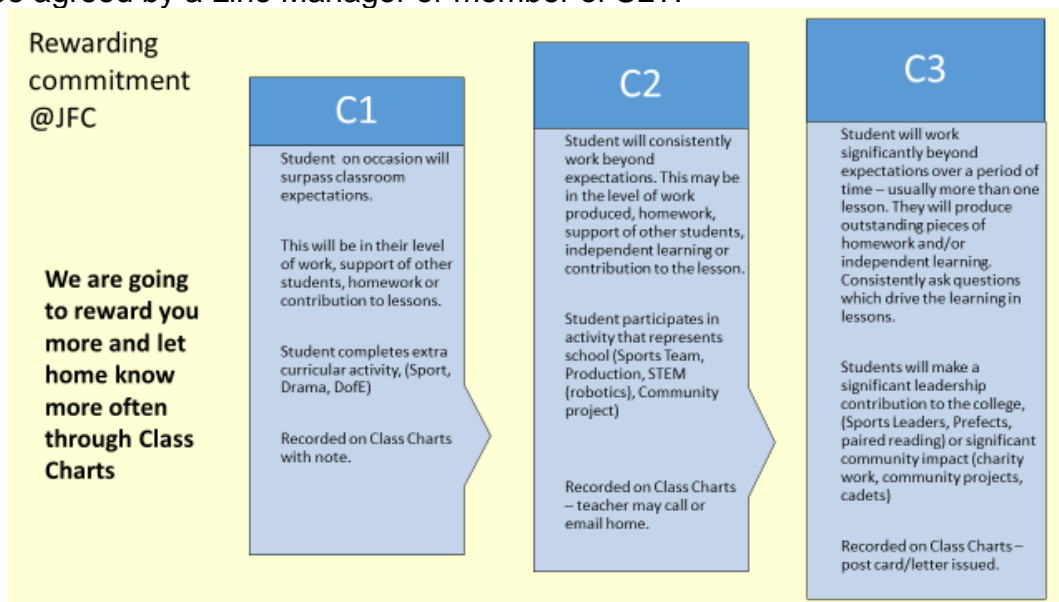
l) Exclusion If a student's behaviour becomes unacceptable, it may be necessary to exclude them for a fixed term, (the Isolation Bungalow may be used for this in order

to ensure the student continues to receive an education) or in exceptional cases, permanently. Such a course of action must follow County Guidelines for exclusions and be sanctioned by the Head Teacher, or Deputy Head Teacher. Students may also be excluded once they have had two occasions of isolation during the period of one half term.

m) Charge for Acts of Vandalism

Parents will be asked to pay for broken windows, IT and damaged furniture, lost equipment and books etc. if the harm results from students' misbehaviour.

6.0 Rewards If a teacher is issuing rewards beyond what is outlined here this must be agreed by a Line Manager or member of SLT.



There will be a full review of rewards before January 2019

Signed:
(Chair of Governors)

Date:

Signed:
(Head of School)

Date:

This policy to be reviewed, and if necessary revised at the latest, by September 2019.