



CORNELIUS VERMUYDEN SCHOOL

Specialising in Arts, Mathematics and Computing

Behaviour and Discipline Policy

Behaviour and Discipline

We are all responsible for school discipline. It is unacceptable for any member of staff to ignore breaches of discipline. The following policy outlines the guidelines that both teaching and non teaching staff should follow to ensure a consistent and united approach to tackling behaviour.

School Discipline

Advice for Staff -Please refer to Appendix A for additional advice

In dealing with problems of discipline, please remember:

- a) The responsibility for discipline is corporate, and that to ask for help is not an admission of failure.
- b) Be clear on how you are going to approach your lessons - the degree of authoritarianism or liberalism - and be consistent.
- c) Try to avoid direct confrontation - keep a sense of humour in your lessons, and use it - especially when tense situations are developing.
- d) Do not threaten what you do not intend, or are unable to carry out.
- e) Always be well prepared for your lessons.
- f) Essentially, we need to make the effort to greet students and show a personal interest and concern:

Strive to:

Develop attachment

Use eye contact

Greet and be greeted

Speak and be spoken to

Smile

Expect to both give and receive respect

Set and expect high standards

Apply the rules consistently

Model acceptable behaviour

Do all you can to avoid:

Humiliating - it breeds resentment

Sarcasm - it damages you

Over reacting - the problems will grow

Shouting - it diminishes you

Blanket punishments - the innocent resent it

Over punishments - be fair and keep something in reserve

Audiences - can exacerbate a problem

Try to:

Maintain eye contact - it humanises interactions

Use humour - it builds bridges

Keep calm - it reduces tension

Listen - it earns student respect

Know your pupils - it develops student confidence

Be consistent - it aids student understanding

Use attachment - it makes it worthwhile for a student to agree

Staff are sometimes faced with very testing situations. A member of staff should never touch a child or attempt to physically bar or restrain an angry student who does not pose a danger.

It is also unwise to:

- Shout at students
- Adopt aggressive postures, e.g. Talking “into their face” (i.e. too closely)
- Point fingers or wave fists
- Poke or prod students

So please **never** do these things.

Pastoral Referral System-Please see Appendix B

We have tried to develop in the school a caring attitude, both among the pupils and between the pupils and staff.

Each group has a group teacher, who will get to know his/her group well and who will deal with everyday problems. Each year has a Pastoral Leader, whose general responsibility is the well being and discipline of pupils in the year, and to provide guidance and consultation with pupils and parents when curriculum choices are being made. With more difficult cases, Assistant Head teacher (Every child Matters) may also be involved in the pastoral care. The system has evolved over the years, so that we do not often have to call on outside agencies, but we have developed contacts that enable us to do so when necessary.

Classroom Management

Pre-lessons:-

- a) All pupils to queue in an orderly fashion outside the room, until called in by the teacher.
- b) To establish the correct working atmosphere from the beginning, pupils should enter the room in a quiet, orderly fashion, sit down at their desks or tables, and get out their books ready to start the lesson.

The Lesson:-

- a) **All pupils should be expected to have the materials needed for each lesson - appropriate books, pen, pencil, rubber etc. Failure to arrive with the correct equipment causes unnecessary disruption. Pupils should always carry books for two lessons. Group Tutors should be informed if pupils are not complying with this rule.**
- b) Student Planners should be issued by Group Tutors in September. Pupils should take these to all lessons. Replacements for damaged, abused or lost books must be paid for.
- c) There are certain accepted and enforceable modes of pupil behaviour:
 - i) No talking i.e. interrupting while the teacher is talking;
 - ii) Hands up to indicate a desire to ask or answer a question. No shouting out!
 - iii) No eating, chewing or drinking;
 - iv) No swearing while addressing one another;
 - v) Swearing at a teacher should be reported to the Head teacher immediately.
- b) Staff should plan the lesson to ensure it finishes as promptly as possible. This should reduce late arrivals for next lesson and the possibility of staff lateness! A prompt changeover between lessons is an essential ingredient of good classroom management.

Environment

- a) Graffiti - should be reported to the Office and cleaned the same day (by the culprits wherever this is possible - cleaning materials available from the caretaker). Chewing gum is banned in school.
- c) Broken equipment and broken glass - should be reported to the Skanska who will record the breakage and authorise repairs. Please use Skanska General Maintenance Request Forms to record requests for repairs and give the sheet to the Skanska. Spare forms can be obtained from the staffroom.
- c) Litter - we should lead by example and enforce existing procedures. Please see the section on 'Basic Protocols'.
- d) Toilets - should be checked regularly by duty staff.

Detention System

1. Detentions may be given by any class teacher. The Subject Leader will make arrangements on where department detentions will be held and who shall supervise them.
2. Late detentions, for any pupil being late twice in a week, will be given by the Pastoral Leader and will be held on Thursdays in a nominated room and will be overseen by a member of the Pastoral or SLT.
3. Pupils absent on detention days will serve their detention on the day they return to school or at the teacher's convenience.
4. 24 hours notice must be given to parents before a pupil serves a detention.
5. Pupils may be detained up to 10 minutes, at break, lunch and end of school without notification to parents.

Use of the Detention Slip Pad

1. Detention Slip Pads are available from Mr. Hibben.
2. When setting a detention please ensure the card is placed behind the self-carboning second sheet, otherwise it goes through to other copies.
3. These are collated in the Pupil service desk and recorded on the school Database. so that enquiring parents can be sure who is in detention on whichever night.

4. Individual teachers or relevant Subject Leaders should contact parents by letter or telephone in the event of pupils failing to attend detentions.
5. The pink slips will be sent from the office to the Group Tutor, who's responsibility it is to make sure that this information is documented in the Group tutor folder.

If any pupils who fails to attend detention, they mustbe dealt with at a higher level, firstly by the Subject / Pastoral Leader; then by Mr. Hibben, the Assistant Head teacher .

Isolation

Isolation will be used as a final sanction to improve the behaviour and learning capacity of pupils or if a pupil has committed a serious issue, they will be placed in isolation.

The school runs two systems of isolation , which are Pastoral isolation where the pupils is placed in Student Inclusion room and the 2 to 4 isolation programmeme , which is given to pupils who repeatedly commit serious offences or fail on Report. These systems are operated by J Hibben and must be made via a referral. At no time should a member of staff send a pupil to the SIR or tell a pupil they are being put on the 2 to 4 programmeme

The 2 to 4 programmeme is a ten day programmeme that starts at 2pm and finishes at 4pm; pupils are expected to demonstrate both good behaviour and learning during this. If this is not demonstrated or addition problems occur the pupil is placed back on to the system for ten more days. Referral on to the 2 to 4 programmeme comes from the Assistant Head teacher for ECM.

During all forms of isolation the pupil will have no involvement with their peers and parents will have to provide a packed lunch. For any pupil on FSM a meal will be collected and issued to them.

External Exclusions

The school will use external exclusions as a last resort to improve the behaviour/learning of its pupils; all other alternatives will be considered. However, in light of a fixed term exclusion being considered the following needs to be in place first:

1. A summary of the incident produced by the Pastoral leader, which will include actions already taken

2. Witness statements from pupils involved and any other pupils who witnessed the incident
3. Staff witness statements -including their actions
4. CCTV footage -if available
5. Pupil(s) involved summary of previous conduct

All information should be presented by the Pastoral leader **on the day the incident occurred** and no later. This will then be passed to the head teacher for an assessment on whether a Fixed term exclusion should be used.

Late for School

- a) All pupils should be in class by 8.00AM.
- b) Pupils arriving late will report to the reception area to be recorded as late by a member of the Pastoral staff .
- c) Pupils with a genuine reason for lateness should produce a note from their parent.
- d) Any pupil arriving after 8.50AM will be recorded late by the and be issued with a blue lateness form, to be given to their teacher in their next lesson.
- e) In the event of lateness for individual lessons detentions should be set by the teacher concerned.
- f) Late detentions will be given by the Pastoral Leader and will be held each evening in the canteen and on a Thursday in a nominated room for any pupil being late twice in a week, which will be overseen by a member of the Pastoral/SLT.

Mobile Phones ,Music Players and other Electrical equipment

At no point should a pupil have with them a mobile phone , Music player or any other electrical equipment that will disturb learning or teaching.

1. Any pupil caught with any of this equipment should have it confiscated and it should be placed in the front office. The pupil will be able to collect the equipment at the end of the day.

2. If a pupil has any of this equipment confiscated again, then it should be placed in the front office and the pupil's parent/guardian should make an appointment to collect it asap.
3. If the equipment is confiscated again, then the parent/guardians will be invited to a meeting with the pupils Pastoral Leader and the pupil will be issued with detention

Searching of Pupils

The Searching of pupils should be carried out by at least two members of staff for Safeguarding reasons- one of which should be a member of the SLT (Assistant Head ECM) or a Pastoral Leader. Pupils can be asked to empty their pockets to prevent the need of a search

However, if any pupil refuses to be searched then they should be kept in isolation and parents /guardians contacted.

If it is believed that a pupil has an illegal object or substance on them then the police under guidance from the Head teacher, and in her absence the Deputy Head teacher, should be contacted.

Smoking

1. Any pupil caught smoking ,in or on the way to/from school, will be placed in break time detention for one week, their parents contacted and a letter placed on their file.
2. If a pupil is then caught for a second time they will have all breaks removed and will be issued with 5 after school detentions
3. There after if a pupil is caught smoking again they will be placed in isolation for two days .

Sending pupils out of lessons-Appendix C

- a) This should be used sparingly.
- b) When it is necessary to send a pupil outside the lesson to restore "order" the exclusion should last for no more than five minutes (only one pupil at any time). Should a pupil be put out of the lesson the teacher should meet with the pupil at

the end of the lesson or at another convenient time. At this meeting the teacher should give the pupil a sanction for disrupting the lesson.

- c) If a pupil's behaviour does not improve, and the pupil needs to be removed from the class for a longer period of time; then a Pupil support officer will need to be contacted. **To contact a member of the SLT walk around staff. The teacher will need to send a reliable pupil or learning support assistant to the front office. The staff in the front office will then contact a member of the SLT walk around staff.** The member of SLT will keep the pupils for no longer than ten minutes and then return them to class or will take the pupil to the appropriate subject leader. It will be the responsibility of the classroom teacher to sanction the pupil at the end of the lesson.
- d) To help cope with persistently disruptive behaviour the class teacher should first enlist the support of the Subject Leader. (**Only in very extreme circumstances should this process be short circuited by sending the pupil to the Pastoral leaders, Mr Hibben or another member of the Senior Leadership Team.**)
- e) When agreement has been reached to send a pupil to an appropriate member of staff, the pupil should come with work to do.

Punctuality/Movement

- a) Pupils arriving late for lessons, without a reasonable excuse, should be reported to group tutors.
- b) Movement in corridors and on stairways should be orderly: no running; keep to the left; bags carried by the side.
- c) Lessons should begin promptly. All years should line up outside rooms until staff arrive. Where classes are unattended, a neighbouring class teacher should instruct pupils to enter and send one of the pupils to the Office.
- d) Rooms should be left clean and tidy after each lesson. The teacher should be the last one to leave the room.
- e) Unless they are teaching, duty staff at break should remain on duty until period three is under way.

Referral to a member SLT walk around staff Please refer to Appendix C

These must be contacted through the front office. No pupils should be sent to the Key Stage 3 or 4 office.

Stage 1 Classroom teacher calls for a member of SLT to remove a pupil. This will be for a fixed period of no longer than 10 minutes;

Stage 2

- a) If the pupil's behaviour or attitude does not improve the Pupil Support Officer will take the pupil to the appropriate Subject leader.
- b) If the classroom teacher feels that the pupil is unable to return to the lesson then the Pupil Support Officer will follow the procedure for stage 2 a.

Stage 3 The member of SLT will take the pupils to the appropriate Pastoral leader or Assistant Head teacher Every Child Matters if the Subject leader is not available.

Physical Restraint and Physical Contact with Pupils

We use the Essex County Council document "Guidance on Physical Contact with Students in Schools", as our policy statement in this area. This can be summarised, in the following common-sense approach, as that of a "wise and caring parent".

1. Physical restraint should only be used for three reasons and will require members of staff to make a judgement based on knowledge of the child and the situation:
 - o The child is in danger of harming him / herself.
 - o The child is in danger of harming others.
 - o The child is in danger of seriously damaging equipment or property.
2. Children are restrained in order to dissipate their anger in a safe environment. The use of physical restraint should always be the last resort, when all other attempts to control the child (allowing space, talking, listening, reasoning, cajoling, humouring) have been tried. The child should be told quietly that physical restraint will be used unless he/she desists.
3. Staff should be aware that during an incident of restraint, only the MINIMUM FORCE NECESSARY, to prevent injury or damage, should be applied. Children

should be continually offered the opportunity to regain self control throughout - tell them you will let go as soon as they give you an appropriate signal.

4. Restraint should be seen as an act of care and control and not a threat or punishment. Restraint should never be carried out in anger or to force compliance. Talk quietly and calmly throughout the incident and reassure the child as to his/her safety. Explain why you are doing what you are. Physical restraint is a traumatic experience and throughout, the child involved should be treated with respect and a show of concern.
5. At any time an incident arises, call for assistance. Other staff can act as witnesses, remove other children from the room, move furniture for safety and take turns or take over the restraint. Often someone "neutral" can diffuse the situation quickly.
6. Wherever possible, physical restraint of a girl student/student should preferably be carried out by a female member of staff. One should be sent for as soon as possible.
7. All incidents of physical restraint should be recorded immediately, including why, who, how and when.
8. The child concerned should be counselled at a later Phase, on why restraint was necessary.

Throughout such an incident, remember that you are a mature, secure and well-balanced adult. You can afford to lose face!

Touching and holding children can also be appropriate outside the area of "Physical Restraint". Note that "staff should respond to children in their care in a way that gives expression to appropriate levels of affection, and to provide comfort to ease a child's distress". Guidance is not intended to "deter the proper physical contact between care-providing adults and children which would be expected between parents and their children". However, staff do "need to ensure that any physical contact is not misinterpreted by a child."

Holding is also acceptable in situations such as placing an arm on a shoulder to lead a child back to their seat, direct them from disruptive behaviour or guide them away from an argument or fight. One might engage in “holding” when verbal prompting has been unsuccessful. “Holding” should involve “little or no force” and differs from “physical restraint” in the “degree of force applied and the intention of the action.”

If in doubt, do not touch pupils at all.

Rewards

School Recognition point system may be awarded by a member of staff for work, behaviour or effort that is of a high standard.

Please see rewards policy for full details

Awards evening celebrates all the students have achieved during the academic year.

Certification for tutor group sport is presented in assemblies.

Regularly certification is awarded throughout the academic year. This will be for attainment, effort, progress and attendance.

Use of Information Sheets (“Yellows”)

Should any member of staff have an incident where a pupil is referred on to the respective Subject Leader or the Pastoral Leader, the following procedure should take place after writing the ‘yellow’:

1. Top copy to Subject Leader initially who passes it on to the Head of Year either for reference and filing or for action.
2. Second copy kept by department.
3. Third copy put in the tray of the child’s respective group tutor or Pastoral leader, for reference. It will be essential that these sheets are not left around, particularly in registers. A folder will be issued to each group tutor for this purpose.

4. Action taken by either the Subject Leader or the Pastoral Leader could be jotted on the form for future reference.

Incidents occurring in lessons should be referred to Subject Leader in the first instance, where support or further action is necessary.

Uniform-please see Appendix D

All teachers should make regular checks and insist that pupils are properly dressed during the school day. Any pupil who's uniform does not meet the high standards expected by the school should have the infringement page in their planner signed. If a pupil has already had his/her planner signed for uniform then they should be directed to their Pastoral leader. The Pastoral leader will then place them on uniform report for 2 weeks and will meet with their parents to discuss the school's concerns.

Hair and Jewellery

All pupils need to follow the school's uniform policy -any pupil not following this will be placed in detention and will be placed on uniform report

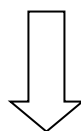
This policy will be reviewed to its effective implementation on an annual basis and updated as appropriate.

Appendix A

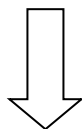
Appendix Behaviour Management Flow Chart

(Phase 1)

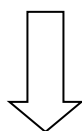
- Non verbal reprimand: eye contact; pausing whilst talking; raising hand etc.
- Verbal reprimand: using assertive discipline techniques.
- Issue a warning, which allows the pupil the opportunity to draw back and complete work, or she/he will need to complete it following the lesson



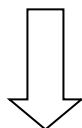
- Changing the seating arrangements: whole group, individuals, small group.
- Moving a pupil to sit at an isolation desk within the classroom.
- When it is necessary you can remove a pupil to outside the classroom, for a short time to restore good order.



- Keeping pupils behind after the lesson (briefly in the case of lessons where the pupil/teacher needs to get to the next lesson or longer where there is a break) to discuss their behaviour and the consequences of their behaviour.

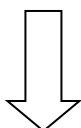


- Immediately keeping pupils behind to complete work during the next break/lunch/after school, supervised by the class teacher.
- Issue detentions as per school departmental policy.



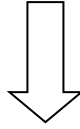
(Phase 2)

- Teacher informs Subject Leader in writing if behaviour during the above procedure severely deteriorates or the whole pattern reoccurs in a subsequent lesson.
- Teacher and Subject Leader plan a move into another group on a temporary basis.



(Phase 3)

- Subject Leader and teacher negotiate discipline process in line with departmental policy (as outlined in handbook).
- Pupil removed permanently from the class.
- Parents contacted.

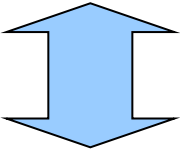


(Phase 4)

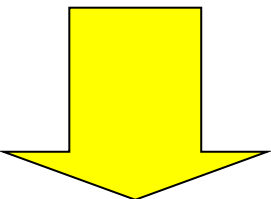
- Referral Pastoral Leaders for further action.
- Isolation.
- Further parental contact.
- Pastoral Leader daily report.
- Pupil Support Programmememe.
- Referral to Pupil Support Centre.
- Continued liaison with Head of Learning Support.
- Outside agency involvement. Subject Leader liaises with the Pastoral Leader in writing (Head of Learning Support to be involved - I.E.P. initiated or reviewed).

Appendix B- Referral system

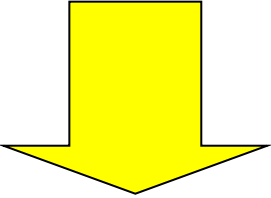
Classroom Teacher



Subject Leader

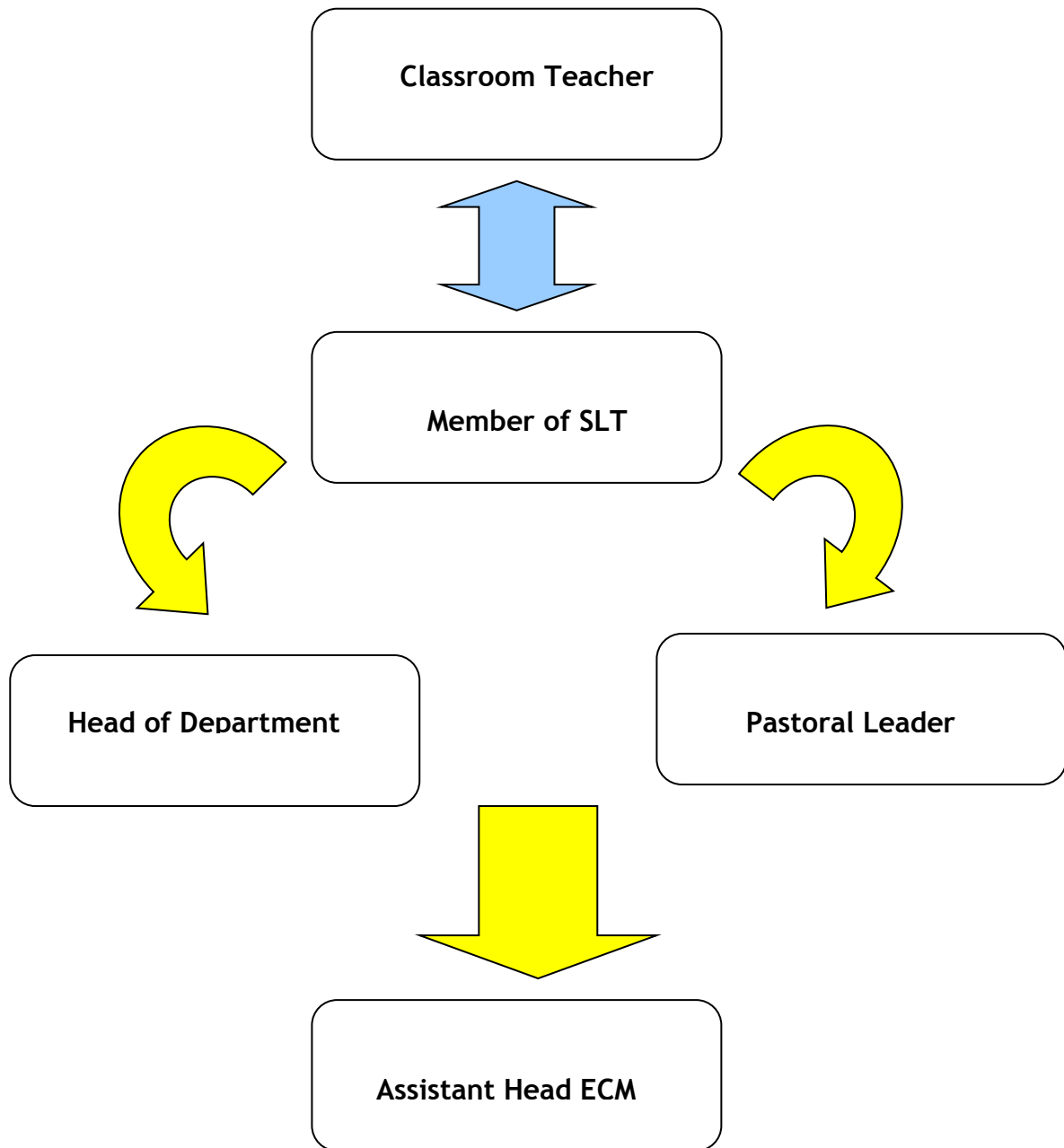


Pastoral Leader



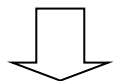
**Assistant Head
Pastoral**

Appendix C Use of SLT Support

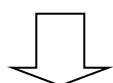


Appendix C - Sending Pupils out of Class

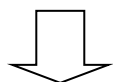
Classroom Teacher



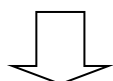
Group Tutor Support



Head of Department



Pastoral Leader



Assistant Head



Member of SLT

Appendix D -Uniform Code

Boys:

Black Trousers

Dark socks

No extremes of hairstyle (no shorter than a "2";

All Pupils

School Blazer with school badge

White shirt(long sleeved)

School tie

Sensible black shoes (not trainers)

Girls:

Black skirt (no shorter than approximately 4" above knee)

Black Trousers

Tights (black or flesh coloured) or white socks

1 stud earring in each ear

1 small ring (no sovereign rings etc.)

No nose, Lip, Tongue or Eye Brows Stud

No make-up

Watch

Uniform Check

The following must not be worn or brought to school;

Mobile

Trainers;

Make-up;

I pods or MP3 players;

Jumpers or hoodies under blazers;

Boys may not wear two earrings at anytime.

If your son/daughter has a problem with their uniform then they need to see their Head of Year immediately.