



The Robert Napier School

SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

With amendments for COVID -19

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The School Discipline Policy

Aims of the Policy

1. The Local Governing Body are responsible for setting the school's discipline policy (the policy). This is their written statement of general principles, which considers the needs of all students, including any with special educational needs. This Policy will be published on the school website, monitored annually and reviewed every three years.

2. The policy takes account of guidance from the Department for Education. It aims to make clear the boundaries of what is acceptable, the rewards and sanctions that will be applied, and arrangements for its consistent and fair application. The policy is consistent with the school's policies on racist incidents, bullying, attendance and equality.

3. The Local Governing Body has a general duty to ensure that school policies promote good behaviour and discipline among students. The Headteacher is responsible for promoting good behaviour and setting the school's behaviour for learning system and embedding them in to school procedures.

4. The policy supports the stated aims of the school: To support student learning by:-

- encouraging excellence and raising aspirations so that all students experience and celebrate personal achievement in all aspects of school life;
- promoting in our students' self-discipline, self-esteem and an enjoyment of learning in a well-ordered environment;
- being a caring community, sensitive to the welfare and development of both
- students and staff;
- actively promoting equal opportunities for all and helping students to develop awareness, respect and tolerance for the religious, cultural and moral values of others;
- developing the school as an integral part of the community and emphasising the partnership between school and family;
- equipping our students with the knowledge and skills necessary to participate effectively in a rapidly changing world.
- Ensuring that students and adults at the Robert Napier School remain safe during the COVID-19 crisis, by behaving in a way that is safe, and respectful of others health and safety, and gives regard to social distancing

5. The school, through its academic and pastoral work, promotes respect for others, intolerance of bullying or harassment, the importance of self-discipline and the difference between right and wrong. The boundaries are made clear for students from the outset with the signing of the Home School Agreement, and then followed up through the school rules, published each year and taught through tutorial and personal, health and social education (PSHE) lessons. Standards are reinforced through house and school assemblies.

6. Teaching and pastoral staff have been trained to diffuse situations when they are dealing with incidents of unacceptable behaviour. Staff are expected to calm potential volatile situations, and prevent the issue being escalated to a higher level.

This will have further significance and importance during the COVID-19 crisis in ensuring that students and adults remain safe and do not place others at risk.

To help with this process, staff have been trained to use SMART ABCD when dealing with issues.

Anti-Bullying Strategy

The Robert Napier School defines bullying as the behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Most forms of bullying have three things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for victims to defend themselves

Bullying can take many forms but the four main types are:

- Physical bullying - hitting, punching, kicking, breaking/taking belongings
- Verbal bullying - name calling, insulting, racist, homophobic and sexist remarks
- Cyber bullying – phone calls, text messages or e-mails/chat rooms
- Indirect bullying - spreading rumours, excluding from social group

The school will not tolerate bullying behaviour and it is policy that every complaint about bullying will be investigated fully. The school seeks to educate all members of the school community in the consequences of bullying for both the bully and the victim. The pastoral system in the school will provide effective and sensitive support for the identified victims of bullying. The school will also apply appropriate sanctions, in line with the school discipline policy statement, to those who are considered to be involved in bullying behaviour. We are aware that the application of sanctions is not the only way of eliminating bullying. The school understands that the bully also needs support to control their behaviour and the school is committed to providing such support through Student Services.

Necessary measures will also be taken on bullying incidents that happen outside school. In these cases the issues will be fully investigated and the appropriate action taken. With the increased number of incidents involving Cyber bullying, which happen mainly off the school site, the appropriate action will be taken within school and parent(s)/carer(s) will be informed as the need increases for greater parental responsibility.

It is the policy of the school that all staff will respond to issues of bullying (in line with the Equality Act 2010) and be made aware of the results of bullying. We know that bullying by and of students can be related to identity-based characteristics. This can be due to a student's race or ethnicity; a disability or special educational need; sexual orientation whether actual or perceived; religious belief; gender; or gender identity. Acts of homophobia and racism are illegal, and so the school keeps a log of any incidents of this nature, and where it is deemed serious, may report it to the Police.

We acknowledge that both falling out with friends and bullying can be equally upsetting and unpleasant but it is important to distinguish between the two. Friendship problems may be an occasional incident where both students disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental. However, we also recognise that repeated conflict can sometimes lead to bullying.

Bullying will be discussed and students made aware of how and where to seek help, through form time, assembly, PSHEE and Citizenship. Students will also be encouraged to report any cases of bullying that they may be aware of to any member of staff, who will then direct them to the appropriate member of staff to deal with it. Parent(s)/carer(s) are encouraged, where possible, to recognise the signs of bullying and report this to the school. Parent(s)/carer(s) are also seen as having a very important part to play in supporting the bully and changing his/her behaviour, therefore all cases of bullying behaviour will be reported to parent(s)/carer(s).

Positive Discipline and Pastoral Support

7. The school promotes consistency of rewards and sanctions through the published guidance in the Behaviour for Learning System for staff (Appendix 1). Rewards include the appropriate use of praise, house points, postcards home, certificates, termly commitment to learning and house celebration events. Sanctions for unacceptable conduct include verbal warnings, removal to relocation room loss of privileges, lunchtime community service or after school detentions, internal isolation in the Referral Centre, or exclusion.

8. The school monitors discipline and behaviour through its self-review framework of activities and reports to the Local Governing Body at least 3 times year with summary report provided 6 times a year. All exclusions and racist incidents are reported to the Local Authority as required.

9. Students who are at risk of disaffection as identified through self-review or by house teams receive support through the work of the school's pastoral and academic teams, including the SENCO, to reduce the risk of exclusion. These strategies include advice and guidance, referral to external agencies including behaviour management and Connexions, peer mentoring, personalised timetables including alternative curriculum and work-related learning, attendance at alternative provision, and as a last resort managed transfers to other schools.

Detentions

10. The school may use detentions as a sanction in response to poor behaviour. The school will safeguard children's and parents' legitimate rights by making detentions reasonable and proportionate to the offence. The school will consider a child's age, special educational needs, religious requirements and whether a parent can reasonably arrange for a child to get home from school. In cases of dispute or doubt the Headteacher will make this judgement. In most cases, parents will be provided with 24 hours written notice and this may be via parent mail.

11. A parent who is unhappy with the school's use of detention, or any other aspect of the implementation of this policy, may complain to the Headteacher using the school's complaints procedure.

Exclusions

12. The school may use fixed term or permanent exclusion as a response to poor behaviour considering the most recent *DfE* guidelines. Only the Headteacher, or Acting Headteacher, can exclude a student from school. The decision to exclude will be taken in response to a serious breach of the school's discipline and behaviour policies and/or if allowing the student to remain in school would seriously harm the welfare of the students or others in the school. Under *DfE* guidelines, any student who would exceed 45 days of fixed term exclusions in a single academic year if given a further fixed term exclusion which would bring this about, can only be permanently excluded. The Local Governing Body Disciplinary Panel would therefore meet to decide whether to uphold the Headteacher's decision to permanently exclude or reinstate the

student.

13. In determining the number of school days in a school term in relation to exclusion, a school term represents 3 per year, i.e. Autumn, Spring & Summer. Specific dates are published on the school website.

14. The Headteacher may use exclusion as a response to serious or persistent misconduct. Exclusion, whether internal, external or permanent, may be used, for example (but not exclusively) in any of the following circumstances:

- Failing to follow the school rules
- Persistent defiant behaviour
- Aggressive behaviour
- Intimidating behaviour
- Bullying
- Racism
- Violence
- Bringing the school into disrepute or acting in a way, whilst in school uniform, both inside or outside the school, which contravenes the school's discipline policy
- Serious or actual threatened violence against another student or member of staff
- Sexual abuse or assault
- Persistent and defiant behaviour including bullying.
- Where allowing a student to remain in school would be seriously detrimental to the education of other students, or the welfare of students and staff.

15. In making the decision related to drugs the Trust has determined the following is important:

- a) a student who supplies any drugs or other solvents on the school premises will normally be permanently excluded for a first offence. 'Supply' includes supplying for money, exchange of goods or free-of-charge.
In the case of the supply of a drug which is legal (including over-the-counter drugs) the Headteacher will assess the seriousness of the incident before deciding whether to exclude permanently or for a fixed period. Before deciding on exclusion, the Headteacher will ensure that a satisfactory investigation has been carried out.
- b) a student who has any illegal drug in his/her possession will normally be excluded for a fixed period **for a first offence**, to be determined by the Headteacher after considering all the circumstances of the case.
- c) A student perceived to be under the influence of drugs will normally have parents contacted and a proportionate consequence applied.
- d) The Headteacher will also determine what counselling needs to be provided and/or other action needs to be taken during or after the exclusion. For a **second offence** the Headteacher will determine whether a further fixed- term exclusion is appropriate, or whether it is appropriate to exclude permanently. In coming to a decision, the Headteacher will take into account any medical/police/social service/drug advisor reports that may be available, and consider whether further counselling is appropriate.

16. In making the decision to exclude for bringing an offensive weapon to school, or being in possession of an offensive weapon, e.g. a knife or other weapon considered capable of causing harm, it is likely that this will result in permanent exclusion.

17. The school will investigate and use appropriate sanctions for incidents of non-criminal poor behaviour, including bullying outside of school premises, whether in school uniform or not, which may pose a threat to other students or the public, or which could adversely affect the reputation of the school. For criminal acts of unacceptable behaviour outside of school, the school will co-operate with any police investigation undertaken.

Appendix 1 - Behaviour and Rewards System

Appendix 2 - Behaviour for Learning – Non-Negotiable Standards

Appendix 1

Behaviour and Rewards System

All students need to be treated with consistency according to the following system:

1. Make use of the reward system:

Bronze: (1HP)

Consistently completed homework, sensible behaviour during lessons, 3 questions answered in class, or improved behaviour during lesson time.

Silver: (2HPs)

Improved test scores, continued and consistent lesson engagement, homework or task completed to a high standard using subject specific language.

Gold: (3HPs)

Evidence of independent learning where the student has applied the knowledge they have learnt or has made further research.

Platinum: (4HPs)

Peer mentoring in lesson, achieving target grade early, most improved in class, highest achiever in test, continual exceptional work.

2. Ways to avoid potential behaviour issues:

1. Always use SLANT or equivalent at the start and throughout the lesson.
2. Always try and diffuse situations using SMART ABCD.
3. Challenge with compassion.
4. For lateness – If late, allow students to enter, take seat and get working. During the first activity speak to the student and quietly ask why they were late to the lesson. Ideally at the end of the lesson (to avoid confrontation in teaching time) discuss with the student that this time will need to be made up, either 5-10 minutes at break or

3. Consequences of poor behaviour in lessons:

1. This system should be followed once you have exhausted your personal behaviour management strategies.
2. One clear, specific verbal warning will be issued. The student can be asked to step outside for a couple of minutes to calm down.
3. The student can be moved within the classroom.
4. The student will be re-located within the department if poor behaviour continues.
5. If a student refuses relocation, or for a one off serious incident patrol needs to be called.

4. Relocation and follow-up process:

1. In the relocation room the student completes a behaviour reflection sheet.
2. Completed reflection sheet is handed to HoD and logged (for Department records).
3. The subject teacher should contact the parents on the day of the incident to agree on the 30 minute detention. Ideally, a detention should be set as close to the incident as possible. Check SIMs to avoid detention clashes and log on SIMs.
4. If parents are unobtainable after 3 attempts to contact them, speak to the House team for best time to call/alternative contact details. Where it has not been possible to contact parents set the detention through SIMs.
5. If the student does not attend the detention, departments should set one

Appendix 2

Behaviour for Learning – Non Negotiable Standards

As students of Robert Napier, we will work very hard to make behaviour in our school outstanding by following the recipe for success which students and staff created:

1. Adults' instructions must be followed All Robert Napier Students will respect the authority of the adults in the school:

- a. without question
- b. We should accept consequences of our own actions without argument
- c. We will respect the time and effort put into marking and planning of lessons, showing our appreciation to teachers for this

2. All Robert Napier students should show a readiness for learning at all times:

- a. We will be properly equipped and will have planners, books, knowledge booklets and equipment on the table ready for learning
- b. We will take pride in our work and produce our best at all times
- c. We will not use mobile phones in lessons unless asked to
- d. All of us will follow the SLANT process in all lessons to support our learning:
 - **S**it up straight,
 - **L**isten,
 - **A**nswer questions,
 - **N**ever interrupt and
 - **T**rack the teacher (or text or speaker)

3. All Robert Napier students should move through the school quickly and in an orderly manner:

- a. We will be punctual to school and to lessons and ready to start learning straight away
- b. Changeover of lessons should be within 2 minutes – seat to seat and in silence inside the school building
- c. Everyone in the school should walk on the left side of corridors in single file if necessary
- d. We should ensure no student feels unsafe by our own actions

4. All Robert Napier students should be well mannered at all times:

- a. We should open doors for each other and for guests
- b. We should speak to staff and to each other with respect and courtesy at all times
- c. We should not swear in any part of our conversations with staff or other students
- d. We should challenge poor manners and actively model the correct behaviours to younger students

5. All Robert Napier students should present themselves in the correct uniform at all times:

- a. We will avoid confrontation with staff by wearing the correct uniform
- b. We will represent the school to high standard by wearing a uniform with pride to and from school.

6. The school community should be a clean, safe and calm environment for us all.
 - a. We will challenge others that drop litter, both in our school and in our local community
 - b. We will never eat chewing gum or drink fizzy or high energy drinks
 - c. We will never participate in any form of anti-social behaviour
 - d. We will show kindness to each other and will not intimidate or threaten other students through our direct or indirect actions
7. All Robert Napier students and staff should support each other and the school to **consistently** achieve the six areas above.