

St Thomas à Becket Catholic College

Behaviour and Discipline Policy ~ September 2009

Introduction

This policy reflects our distinctive Christian approach to discipline and behaviour and is founded on the Christian principles of Justice, Reconciliation and Forgiveness. Every member of our college community is considered responsible for her or his own behaviour; we must, therefore, provide opportunities for all members to develop their understanding of individual responsibility.

Good behaviour, work and discipline are essential to the success of our College community. This policy aims to encourage good behaviour, work and discipline and to guarantee to all members of the College Community:

- ❑ **respect for their rights as individuals, whatever their social background, race, gender, religion, sexual orientation, intellectual or physical capabilities;**
- ❑ **the right to be taught and to learn;**
- ❑ **the right to mix with others in a Catholic, caring, well-ordered and supportive atmosphere.**

In order to achieve these aims our Catholic College accepts its responsibility for:

- ❑ **well-informed and effective management so that, as far as possible, discipline problems are reduced;**
- ❑ **providing work and experiences which meet pupils' needs;**
- ❑ **recognising the value of encouragement and praise;**
- ❑ **fostering constructive relationships with parents/guardians;**
- ❑ **careful consideration and review of decisions about the groups in which pupils are placed;**
- ❑ **liaising effectively with our partner primary colleges;**
- ❑ **liaising, as appropriate, with support agencies, e.g. Catholic Care, Education Welfare (attendance/welfare issues) Child Protection, Safeguarding, Educational Psychologists (learning/ behaviour issues), Social Services, Police;**
- ❑ **operating a disciplinary code which is fair, and which is clear to all college members.**

It follows that our College has high expectations of all its members, and insists on the following:

- ❑ **regular and punctual attendance at College and at all lessons;**
- ❑ **polite and considerate behaviour, and respect for the rights of others;**
- ❑ **willingness to work;**
- ❑ **acceptance of the authority of all teaching and non-teaching staff, and of older pupils under their directions, to supervise activities in and around the building;**
- ❑ **co-operation with the College's rules and care of its environment.**

Good behaviour is promoted by praising and formally recognising effort, improvement and achievement, by:

- ❑ **contact with parents by Academic Tutors and Heads of Departments;**
- ❑ **formal commendation from the Head Teacher;**

- ❑ **providing opportunities for pupils to gain credit for service to the College and to the Community;**
- ❑ **informed and consistent use of the rewards system.**

Where pupils do not behave properly, the College will take action to prevent this, and to protect the rights of others. *In particular, the College will not tolerate:*

- ❑ ***racist behaviour*, whether this is at the level of jokes, name-calling or other types of provocation, or physical aggression;**
- ❑ ***sexist behaviour*, for example, physical harassment, name-calling, bringing sexist literature to college;**
- ❑ **homophobic behaviour;**
- ❑ ***bullying*, whether verbal, physical, or mental;** (Please see Appendix 5)
- ❑ ***plagiarism*;**
- ❑ ***vandalism*;**
- ❑ ***theft*;**
- ❑ ***violent behaviour*;**
- ❑ ***substance abuse*.**

In all circumstances where misbehaviour takes place, the staff dealing with it will take steps to:

- ❑ **ensure the safety of pupils, where appropriate;**
- ❑ **clarify the facts, as far as possible;**
- ❑ **address the misbehaviour, indiscipline;**
- ❑ **offer guidance and support to those involved;**
- ❑ **following the hierarchy of referral, use the appropriate stage in the disciplinary referral system to inform other staff about the incident;**
- ❑ **maintain clear and objective records where this is necessary; contact parents/guardians if appropriate and possible.**

Pupil Support

Introduction and Founding Principles

This paper was delivered to, considered, commented upon during April 2001 and, subsequently, supported by staff. As a Catholic college and mindful of our mission, we feel that we are best able to provide for the children in our care. We shall endeavour to provide pastoral care for all our pupils based on Christ's example and ensure that all relationships in the college will provide each individual with experience of her or his dignity and value as a unique person in God's creation.

We recognise that we are able to make a difference to a pupil's behaviour, social interaction and relationships with others whatever that pupil's prior experience or background may be.

Schools and colleges with a strong sense of community and teacher collaboration have better behaviour. We also understand that when behaviour is inappropriate, it is the behaviour which is bad not the child. We recognise that the pupils are children and will sometimes behave inappropriately, whereas, as staff, we are the adults and will teach good behaviour by example, as well as through other strategies.

In order to enable effective teaching and learning to take place, good behaviour in all aspects of college life is necessary. We seek to create a caring and learning environment within the context of our Catholic college 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 intervention;**
- ❑ **providing a safe environment free from disruption, violence, bullying and any form of harassment;**
- ❑ **actively avoiding confrontation with pupils;**
- ❑ **working in partnership with parents and carers in the implementation of our policies and procedures.**

We shall endeavour to develop a proactive approach to behaviour as we realise that reactive approaches are not effective. By reactive approaches we mean any approach, which focuses on action after an incident; applying a tariff of punishments; systems of referral which research has established as counter-productive. **In schools and colleges with low levels of disruptive behaviour, class teachers are discouraged from passing problems to other staff.** Indeed, the over use of hierarchical referrals is a characteristic of high excluding schools and colleges:

“Year heads and heads of house worked hard but were often overwhelmed by numbers of pupils referred to them for indiscipline by classroom teachers. Frequently such referrals short-circuited established systems and merely reflected the unwillingness of some staff to deal with problems at source. As a result, such problems escalated, although pastoral

heads spent much time with difficult pupils, often that time achieved little other than to register concern and pass sentence.”¹

“In a reactive climate, pressure for “action” can be very strong, and some voices in the staff room do not accept that investigation and resolution are sufficiently significant action.

One of the most worrying aspects of theories of punishment is that they lead us into a fallacy: if we try to diminish a behaviour by mild punishment and it does not prove effective, the logic is to try more severe punishment. In other words, one is led into fallacious escalation, rather like the postcard notice, “The beatings will continue until morale improves”.²

“Members of staff who treat their pupils with discourtesy, impatience or contempt, or are late for those from whom they demand punctuality, who scribble illegibly on words which they insist must be impeccably clear and tidy, who will not listen to those from whom they demand absolute attention, who bawl their heads off at those from whom they demand soft and respectful speech, who hold up to ridicule those whom they instruct to treat all men with respect, or who treat any of their own colleagues with anything but courtesy and respect in the presence of any of the pupils, are suffering a painful and obvious discontinuity of logic.”³

Roles and Responsibilities

Every individual member of staff will ensure the provision of a behavioural environment conducive to personal, social and educational development for each and every child in their care. This provision will be ensured through effective classroom management and the monitoring of pupil behaviour when outside the classroom.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policies and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of our policies is essential.

All members of staff have responsibility, with the support of the Headteacher, for creating a high quality-learning environment, for teaching good behaviour and implementing the agreed policies and procedures consistently.

All staff and the Headteacher recognise that the avoidance of confrontation is necessary if we are to help pupils to focus on appropriate behaviour.

Classroom Management (all staff)

It is understood that each teacher will ensure that the curriculum offered is sufficiently differentiated to allow for each pupil's individual needs; an inappropriate curriculum can lead to poor behaviour.

¹ OFSTED (1996) *Exclusions from Secondary Colleges 1995/6* London HMSO

² Chris Watkins (2000) *Managing Classroom Behaviour – from research to diagnosis* London Institute of Education in association with ATL

³ Lord Elton (1992) *in report of conference “Responsible parenting requires a responsible society”*

Appropriate behaviour has to be taught; poor behaviour will occur. As we are dealing with children, however adult they may be on occasions, they will inevitably behave like children sometimes. The way in which we manage our classrooms can contribute to the learning and reinforcement of good behaviour. Consistency of approach is all-important in reinforcing what is acceptable and what is unacceptable. We need to remember that it is the poor behaviour we do not like and not the child; if we forget this we may encourage or reinforce a child's low self-esteem. If a child feels threatened that child will retreat into the reptilian area of the brain where the only alternatives are fight or flight – irrational confrontation or running away from the member of staff; escalation will result. It is up to us to try to keep the situation calm. It is only when the child is calm and capable of rational thought that we are able to teach and reinforce good behaviour; sometimes it may be necessary to allow the child the opportunity to calm down for ten minutes and then to discuss the incident, or inappropriate behaviour, in a non-threatening way. Shouting at or confronting a child aggressively will threaten that child.

Successful behaviour management relies on the willingness of the whole staff to support a consistent approach in dealing with incidents as and when they occur. The following are guidelines, which are recommended:

- ❑ Establish rules and specific directions which clearly define the limits of acceptable and unacceptable pupil behaviour in your classroom.
- ❑ Teach your pupils to consistently follow these rules and directions and to choose to behave responsibly at all times when they are in your classroom.
- ❑ Provide pupils with consistent, positive encouragement and recognition when they behave. Young people are eager for your positive words of encouragement and praise, even if they do not always show it.
- ❑ Adopt a positive, assertive manner when responding to pupils. Pupils trust and respect the calm, consistent and caring presence of an assertive teacher. They know that the teacher has set limits and that he or she will follow through appropriately whenever a pupil chooses not to behave. There is no confusion, no second-guessing, no hostility or anger.

In-college Management

- ❑ Around the college, if we are present, we are all responsible for ensuring and reinforcing good behaviour.

Head of Department/Teacher in charge of Subject

- ❑ It is a departmental responsibility and, hence, the responsibility of the Head of Department or Teacher i/c the subject to ensure that the curriculum offered to each individual pupil is sufficiently differentiated for that pupil's needs.
- ❑ Heads of Department and Teachers i/c subjects are responsible for the discipline within their own subject areas; they are the person to whom discipline problems should be referred if they occur within a classroom or when in the care of a member of their subject teaching staff. When a member of staff is covering within a subject other than their own, if necessary, reference should be made to the Head of Department in whose department the member of staff is covering. Members of staff within departments should feel confident in asking their line manager for help, advice and support in dealing with difficult cases; every effort should be made to support the class teacher in the maintenance of their own classroom and discipline management.
- ❑ Where single person departments are concerned, clusters of departments may be established to provide mutual support; some clusters already exist historically – these may or may not be

appropriate. (If there are difficulties in this respect, please refer to Deputy Head and/or Assistant Head (Pastoral)).

- ❑ Departments will use their own systems of dealing with poor behaviour based on whole college principles. It is understood that departmental systems must recognise that each Head of Department has a teaching responsibility and is, therefore, unable to deal with a constant stream of referrals; strategies established within a department, or cluster of departments, should take account of this.
- ❑ When all departmental disciplinary measures have been exhausted, the Head of Department may complete a referral slip to the Academic Tutor (copy to Form Tutor). N.B. Many staff formerly felt that the mere act of referral was a disciplinary action in itself; this is inappropriate as it encourages the passing on of problems.

Pastoral Team

- ❑ Pastoral Teams are organized in Year Groups. Each Team includes the Form Tutors within that Year under the Team Leadership of the Academic Tutor.
- ❑ The Deputy Pastoral Team Leader is responsible for overall pastoral care and, in the absence of the Pastoral Team Leader, for all matters pastoral which would normally have been referred to the Assistant Headteacher (Pastoral) by Academic Tutors.

APPENDIX 2

DISCIPLINARY PROCEDURES

Actions, which the College may take, follow a 'ladder' of response according to the seriousness or frequency of the misbehaviour. The pattern of response is as follows:

- ❑ **most incidents will be dealt with by the member of staff on the spot, who will arrange a punishment e.g. a simple talking-to, extra work, keeping a pupil in (with 24 hours' notice for periods of more than a few minutes);**
- ❑ **more serious, or repeated misbehaviour may be referred to the subject Head of Department. Measures might include College Detention or temporary removal from a lesson to the PSU (Further details on use of the PSU and BIR are appended). If the Academic Tutor, is subsequently involved, as may be the case, the pupil's parents/carers might be contacted to agree further steps, e.g. placing the pupil on a report, referral to a support agency; however, this action will be implemented only if the Academic Tutor considers it appropriate;**
- ❑ **very serious misbehaviour, e.g. violence, racist behaviour, the use of abusive language to a member of staff might lead to immediate exclusion from college for a period of time;**
- ❑ **repeated less serious behaviour may also lead to exclusion; recommendations regarding this latter will be made by the Academic Tutor to the Pastoral Team Leader responsible for Pastoral Care.**

This policy will be subject to regular evaluation, and, as appropriate, to review, involving all levels of our College Community.

More serious, or repeated misbehaviour may be referred to the subject Head of Department.

- At this stage the Head of Department will decide on appropriate action, e.g. departmental detention. However, if there are indications of persistent misbehaviour, there could be referral to the Academic Tutor who will log the referral and may decide upon further action, including consultation with other agencies.
- Very serious misbehaviour may lead to exclusion. The decision for exclusion can only be taken by the Headteacher. However, the Headteacher will only make this decision in the light of evidence provided by the Assistant Head (Pastoral) who will have consulted the relevant personnel involved in the referral.
- The Assistant Head (Pastoral) may, dependent upon circumstances, look for ways of preventing exclusion usually in consultation with the Academic Tutor and the pupil.
- If exclusion occurs, the college will provide work for the pupil to complete at home; this is a legal requirement and departments will be expected to provide this work; if the exclusion exceeds the required period then education will be arranged elsewhere for that pupil.
- The college will endeavour to prevent permanent exclusion and alternatives will always be considered. However, if it is considered that permanent exclusion is the only option, this step will be taken.

APPENDIX 3

PROMOTING EFFORT, GOOD WORK AND GOOD BEHAVIOUR

St Thomas à Becket Catholic College believes that encouraging pupils to work hard, behave well and take responsibility for the way they act in College and outside are key elements in achieving good discipline.

Subject Departments will look for appropriate opportunities to praise pupils and, where pupils are performing well, to contact their parents/carers. To this end:

- ❑ **we would encourage each department to use the Letters of Commendation, use the Credit System and, where appropriate, to offer praise for effort, improved work or behaviour, or achievement during a half-term;**
- ❑ ***where there is a particularly marked improvement* the Head of Department will pass on details to the Academic Tutor who will present the pupil with a formal commendation; this should be added to pupils' record of achievement;**
- ❑ ***the same will apply where a pupil is being praised by a number of departments* during a single half-term; this information will be passed on by the Form Tutor to the Academic Tutor;**
- ❑ ***where there is consistent good work in a subject for more than one half-term*, the Head of Department will again refer the pupil to the Academic Tutor for formal commendation.**

Year Teams, co-ordinated by the Academic Tutors, will deliver Personal, Social and Health Education and Citizenship through altered timetable lessons, supported by other staff. This PSHE and Citizenship programme is overseen and organized by the PSHCE Co-ordinator.

House Teams will encourage the wider commitment of pupils, allowing opportunities to develop further the notion of personal responsibility, these opportunities will include:

- ❑ ***the development of the team ethos* through a variety of House activities;**
- ❑ **the recognition of the responsibility of older pupils towards those younger than themselves;**
- ❑ ***the responsibility of all to contribute to those aspects of college life*, which are beyond the individual and reflect a commitment to the development of the whole college community.**

College Planners, Letters of Commendation and the Credit System provide opportunities for rewarding good behaviour and developing the notion of individual responsibility. Staff should, therefore, ensure that the College Planner is used to good effect and that good work and good behaviour are rewarded through the Credit System and Letters of Commendation whenever this is appropriate.

PUPILS' RIGHTS AND RESPONSIBILITIES

A large majority of our pupils find the following particularly unacceptable:

- | | | |
|---------------------------|------------|--------------|
| * deliberate misbehaviour | * racism | * cheating |
| * rudeness to staff | * fighting | * sexism |
| * bullying/theft | * truancy | * homophobia |

The things they object most to having lessons spoiled by are:

- * lateness to classes
- * pupils coming to lessons without the appropriate equipment
- * pupils chattering - not listening or trying to dominate classes with silly or selfish behaviour.

Pupils at St Thomas à Becket Catholic College are entitled to expect the following:

- the opportunity to be taught, to learn and to mix with the others in a caring and Christian environment;
- the chance to improve their skills and to make the most of what they are capable of achieving;
- to be treated with respect and not to have to put up with racist, sexist or other discriminatory behaviour;
- that they should not be bullied;
- surroundings which are not spoiled or polluted by litter, discarded gum, spitting, graffiti, abusive language or in any other way;
- a fair hearing if they ask questions, express concerns or are asked to explain their work or behaviour.

These rights cannot exist on their own; they only mean anything if pupils protect them by accepting their own responsibilities:

- to attend college and lessons regularly and on time;
- to behave politely and with consideration towards others, to respect others' rights and property and to be honest;
- to arrive at college with the equipment needed to work, and the will to do so;
- to accept the authority of staff in lessons and in and around the buildings, and the instructions of older pupils under staff supervision;
- to report behaviour which reduces their own rights, or the rights of others;
- to co-operate with the College's rules about uniform, jewellery and make up.

Pupils should understand that the College has the absolute right not to permit unacceptable behaviour, and to take action to discourage and prevent it. This means that teachers are entitled to:

- insist on good standards of work and conduct, and take action to ensure both;
- stop pupils behaving in silly, dangerous or violent ways;
- ask pupils to wear uniform, or for an explanation if they are not wearing it;
- confiscate items which pupils should not have in college;
- punish misbehaviour.

It is as much the responsibility of pupils as of staff not to allow their rights and opportunities to be stolen by misbehaviour.

RACISM, SEXISM, HOMOPHOBIC BEHAVIOUR, BULLYING AND OTHER INAPPROPRIATE BEHAVIOUR

St Thomas à Becket Catholic Comprehensive College believes any misbehaviour, which involves racism, sexism, homophobia or bullying is unacceptable and will not be tolerated at any time. We believe it is our responsibility to educate pupils to understand that such behaviour is wrong, and to reject it. Our pastoral curriculum includes work about these issues.

Racist and Sexist behaviour may result from being thoughtless, or may be deliberate; the victim's rights will be protected in either case.

Racist behaviour will always be treated seriously and instances must be recorded. Steps will be taken to support victims and to take appropriate measures to deal with those responsible.

Types of misbehaviour which are racist:

- ❑ name-calling, jokes, graffiti;
- ❑ bringing racist badges, symbols or literature into college;
- ❑ refusal to work or co-operate with others on grounds of race, colour or culture;
- ❑ physical threat or aggression to others on grounds of race, colour or culture.

Racist graffiti on college property will be removed, and racist or racially provocative material, e.g. badges, will be confiscated.

The College supports Local Authority Guidelines. All incidences of racist/sexist behaviour will be recorded and kept on file by Academic Tutors and reported to the LA.

Sexist behaviour includes:

- ❑ name-calling, e.g. 'slag', 'cow'; jokes, graffiti.
- ❑ bringing sexist literature or pictures to college.
- ❑ physical harassment of a sexist kind e.g. touching someone else's body in a way that person finds unacceptable.

Sexist graffiti will be removed from college property, and sexist or sexually provocative material will be confiscated.

Sexist behaviour will be treated as a serious matter; action will be taken to deal with those responsible and to support those affected.

Homophobic Behaviour

Always mindful of current legislation and CES guidelines, action will be taken to deal with those responsible and to support those affected.

Bullying covers a range of deliberately unpleasant and aggressive behaviour against someone. Bullying may be carried out by one person or a number of people. Some of those involved may only be standing by or taking amusement from the victim's discomfort.

None of these actions are acceptable.

Bullying may include:

- ❑ ***physical* e.g. threats or nasty comments;**
- ❑ ***mental* e.g. making someone feel they are unwanted in order to make them unhappy;**
- ❑ **'*extortion*' e.g. taking or borrowing things or money by using threats or being threatening. This is a criminal offence and the College may involve outside agencies in addition to taking its own disciplinary action.**

Bullying will be dealt with as a priority. Action will be taken against bullies and to support those who are bullied.

It is a responsibility of all staff at the College to be alert to these types of misbehaviour, and:

- ❑ **not to ignore incidences of any of these kinds;**
- ❑ **to report information or changes of pupil behaviour which may suggest that misconduct of these kinds may be taking place;**
- ❑ **to be supportive to pupils who complain about these types of misbehaviour, by listening carefully to their concerns and following them up;**
- ❑ **to exercise their professional judgement in weighing up situations;**
- ❑ **to refer to colleagues for advice if they are in doubt about either what has happened or what to do.**

Duty Team Members have a particular responsibility in these matters when they are supervising pupils in corridors, around the College and in play areas.

In the same way, pupils have a responsibility to help themselves, and to help others, by reporting concerns they may have to a member of staff.

The College can only take action if staff are aware of problems, and this depends in part on pupils being prepared to discuss them with their teachers.

GENERAL GUIDELINES REGARDING INAPPROPRIATE BEHAVIOUR

Pupils have **no** right to do any of the following:

- ❑ **threaten, or fight with, others;**
- ❑ **behave in ways which take away others' rights;**
- ❑ **waste their time, their classmates' time, or staff time with silly or unacceptable conduct;**
- ❑ **leave lessons without permission;**
- ❑ **be late to lessons, or to wander around the College during lessons;**
- ❑ **expect teachers to be endlessly patient with repeated 'smart' comments, impoliteness, poor behaviour or untruthfulness;**
- ❑ **leave the College premises during the day without permission;**
- ❑ **eat or drink in college, except in dining areas, nor to chew in classes;**
- ❑ **come to college out of uniform;**
- ❑ **bring cigarettes, matches, lighters or illegal substances of any kind to college;**
- ❑ **to smoke on or around the college site, or travelling to and from college;**
- ❑ **bring any items into college which are not allowed, e.g. personal stereos or radios, mobile phones, jewellery;**
- ❑ **invite or bring non-members of the College onto the premises without prior permission;**
- ❑ **behave badly on the way to or from college, or in the neighbouring area;**
- ❑ **behave in or around the College in ways which are against the law;**
- ❑ **spread litter or graffiti around the college;**
- ❑ **vandalise college property;**
- ❑ **be out of college uniform in college or while traveling to or from college (except in exceptional circumstances by prior arrangement).**

SANCTIONS

Effective classroom management techniques should reduce the need for sanctions. However, we will always need a system of responding to misbehaviour. If possible, the sanction should follow misconduct as rapidly as possible and be implemented by the teacher concerned.

All staff needs to have a common understanding of 'bad behaviour'. Some types of conduct may be irritating and less than ideal but of no great importance; other conduct might be highly dangerous. We need to distinguish between different behavioural problems and use sanctions appropriately, to demonstrate the bounds of acceptable behaviour and to show that misconduct is noted by **all** staff. Form Tutors will be informed of any serious misdemeanor.

Poor concentration in class/ late arrival/ talking out of turn/ no homework/ incorrect equipment/ chewing gum in class/ name-calling.

These should in the first instance, be dealt with by the subject teacher - verbal reprimand/ moving pupil/ keeping in at break/ extra work etc. Teachers may arrange to detain the pupil themselves the following day. To do so, they should write a note to this effect in the pupil's Planner and ask the pupil to show it to parents. If pupils fail to turn up to a subject teacher's detention, without good reason, they should be referred to the Head of Department who may give departmental detention. (Refer to Appendix 9 for use of the PSU/BIR).

If problems persist and the Head of Department is unable to deal with the situation, the pupil should be reported to the Academic Tutor.

Smoking/ missing lessons/ leaving premises without permission.

These should be reported to the Academic Tutor and/or Duty Team Co-ordinator at break or lunch-time who will take further appropriate action. It is against the law to smoke on college premises.

Sexist/Racist/Homophobic remarks/ highly personal offensive remarks

These should be dealt with immediately by the member of staff who overhears. All seriously offensive remarks must then be reported to the Academic Tutor to be treated as a serious breach of conduct. Sexist, racist and homophobic comments will be logged by the Academic Tutor. Racist comments will be reported to the LA.

SERIOUS MISDEMEANORS

Gross insolence/open defiance/walking off when being reprimanded etc.:

Should be reported to Head of Department who may refer to the Academic Tutor. If members of staff find themselves in a situation where they need immediate support they should send a responsible pupil to the Head of Department or a nearby colleague, in whose class they may ask for a pupil to be held. The offending pupil may then be removed to a colleague's classroom until the end of that lesson when arrangements can be made to deal with the pupil's inappropriate behaviour. (Refer to Appendix 9 for use of the PSU/BIR).

Swearing at a teacher/ physical threat to staff / assaulting another pupil.

These are serious matters indeed and should be reported immediately to the Academic Tutor.

In all instances, at the discretion of the Academic Tutor, the referral of a pupil for misbehaviour might, in turn, be referred to the Assistant Headteacher (Pastoral) or, in that person's absence the Deputy Pastoral Team Leader.

Whole College Detention

The College Detention system operates on Wednesday evenings and is undertaken by all members of the teaching staff on a rota basis. This detention operates for pupils who have persistently broken college rules and after members of staff have discussed these matters with them.

D 10 and D11 - The Behaviour Improvement Room and the Pupil Support Unit

The BIR in D10 (the near room) is intended:

- ❑ to provide a facility to **re-integrate pupils** returning from exclusion;
- ❑ to provide a facility to educate pupils **in danger** of exclusion;
- ❑ to provide a place where **pupils can learn and practice good manners** as required by our ethos;
- ❑ to provide a suitable **deterrent** for poor behaviour, particularly when a pupil has been **sent to the PSU three times**;
- ❑ to provide a place to which pupils who **cannot abide by the rules of the PSU** can be immediately removed.

The PSU in D11 (the far room) is intended:

- ❑ to provide **withdrawal facilities** for pupils who are removed from a lesson for poor behaviour;
- ❑ to provide for pupils who **return from illness** or who have mobility issues;
- ❑ to provide for Upper School pupils who have **“dropped” a subject at Key Stage 4**;
- ❑ to provide a quiet area for pupils who, with the agreement of an academic tutor or other appropriate member of staff, require **“time out”**;
- ❑ after agreement with HoD and Academic Tutor, to provide a place for a pupil to work **out of class** for a specified period of time.

Staffing

- ❑ The Pastoral Assistant who runs the Pupil Support Unit (PSU0, at present AS, to supervise the Behaviour Improvement Room (BIR). AS will provide consistency and be present when agreements with parents/guardians are made regarding behaviour.
- ❑ A teacher is timetabled to supervise the PSU for 25 lessons out of 50 over the 2 week cycle. Cover supervisors will be used to cover the remaining 25 lessons when they do not have to cover a class.
- ❑ At lunchtimes, AS and TW will cover the BIR and PSU.
- ❑ AS will now work until 3.15 p.m. in the BIR.
- ❑ AS will usually take a break at 10.30 until 10.45 though this may change if circumstances permit.
- ❑ The two staff to work as a team and to use their professional judgment regarding their deployment.

Practical issues

- ❑ Teachers timetabled in the PSU **must** remain until relieved by a colleague.
- ❑ The door between D10 and D11 will remain **unlocked** to allow ease of movement for members of staff and for pupils to be moved from PSU to BIR.
- ❑ Pupils sent to PSU from lessons will go to **D11 (the far room)**.
- ❑ AS and the timetabled teacher/cover supervisor to use **common sense and initiative** when supervising pupils who are in D10 and D11.
- ❑ As before, pupils sent to **PSU during periods 1 and 2 will stay over break**; pupils sent during **3 and 4 will stay over lunch** and pupils sent during **period 5 will return the next day**.
- ❑ **Lunchtime detention** moves from **E22 to D11**.
- ❑ If no one is in D10, this room will be used to “split up” any pupils who are sent to Withdrawal.

- ❑ Pupils who are sent to **the PSU three times now spend a day in the Behaviour Improvement Room** and parents will be informed by the Academic Tutor, either in person or by phone call or letter of the change to the timing of the colleg day for their child.
- ❑ Any **inappropriate behaviour in the PSU** will **lead to removal to the BIR** and a **letter home**.
- ❑ Departments should provide work for pupils in the **BIR in advance**. Alternatively, work provided by the class teacher should be sent to the BIR.

BIR – protocols for pupils who have committed serious misdemeanours:

- ❑ Parents/Guardians will be informed that, as the purpose of the BIR is to promote reconciliation and improved behaviour before reintegration into the college, it is organised differently from the rest of college.
- ❑ Pupils in this area will be expected to behave in accordance with clear guidelines to which parents/guardians must agree; these are outlined in the protocol that parents/guardians will sign when they accompany their child to the BIR. If any of the protocol is broken, the parent/guardian will be expected to come to college as a matter of urgency.
- ❑ The parent/guardian must attend a meeting in the BIR before the pupil can start in the BIR.

Practical Points

- ❑ Work needs to be provided by the subject departments for pupils in the BIR. A bank of materials can then be collected.
- ❑ Any pupil sent to PSU will have a standard letter sent home to inform parents that they have been withdrawn from lessons and a copy of the letter will be kept on their College record.
- ❑ Academic Tutors, Heads of Department and Form Tutors will each receive regular updates from AS.

Behaviour Improvement Room – Parental Agreement

I understand that my child..... will spend day(s) in the BIR commencing and ending.....

I understand that any day's absence from College during the period will have to be completed in the BIR before my child is reintegrated into College.

I agree to accompany my child onto College premises no earlier than 9.15a.m. for a 9.20a.m. start.

I agree to provide sufficient funds for my child's meals or a packed lunch.

I understand that only sandwiches are available for lunch.

I understand that accompanied toilet breaks will be available at 10.20 and 11.20a.m., 12.10, 12.50 and 2.10p.m. and that my child will not leave the BIR at any other time.

I understand that the lunch break of thirty minutes between 12.15 and 12.45p.m. will be taken in the BIR.

I understand that the BIR day finishes at 3.15p.m. and I should collect my child from College or make other appropriate arrangements for his her transport home.

I understand that College will contact me, or another nominated adult, to come to College immediately if my child is rude, fails to follow any instruction or treats any member of staff with disrespect.

I understand that the BIR is covered by CCTV

I can be contacted on My chosen alternative contact is.....

I am aware that if I have to collect my child from College that the day will have to be repeated in the BIR.

I understand that I will receive a report from the BIR each day and that I will sign to acknowledge I have seen it before returning it to College the next day.

Signed..... (Parent/Guardian)