



# Shebbear College

## Shebbear College

### Behaviour Management Policy

#### Senior School (Year 7-13)

**Last reviewed by Governing Body – 22<sup>nd</sup> November 2019**

**Next Review Date by Governing Body by November 2020**

### AIMS

The aims of this policy are:

- to enable the Head to carry out her responsibilities of maintaining order and good discipline in the school;
- to promote good behaviour;
- to ensure, so far as possible, that every pupil at Shebbear college is able to benefit from and make his/her full contribution to the life of the School, consistent always with the needs of the school community;
- to authorise the school rules and any procedures necessary for implementing them.

## **1. Code of Conduct**

A pupil at Shebbear College comes to work and give of his/her best. He or she is expected to show care, courtesy and consideration for other people and their property and comply and support the following fundamental attitudes of mutual respect and behaviour.

### **Pupils**

- Treat one another with respect
- Do not use language which is abusive, offensive or rude
- Do not prevent others from learning
- Respect other people's and school property, taking care not to damage or endanger any property of the school, staff or other pupils
- Arrive punctually for lessons with the necessary equipment, enter teaching areas when required and settle quickly and quietly to the task in hand
- Do not abuse our sensible code of uniform and dress
- Complete all work, including activities, prep and home study to the best of their ability and on time
- Walk on the left hand side of corridors and paths

## **2. Shebbear College Community Conduct**

- Show respect for one another and our community
- Show respect to staff and also College property
- Drop no litter and pick it up if you see it!
- Remember you represent Shebbear College at all times
- Requests should include the words 'Please' and 'Thank you'
- Pupils and staff should show courtesy to one another by opening doors for each other. A response of 'thank you' is always welcome!
- All clothing and possessions must be labelled
- Wear your school uniform with pride within the uniform code
- All staff members are to be addressed by their title and name e.g. Mrs Farrell, Dr Crook, Head
- No running in the corridors, please move purposefully between lessons
- Physical contact that could cause embarrassment to any onlooker is unacceptable.
- Physical violence is unacceptable and will not be tolerated.
- Name calling is bullying and is prohibited.

- Swearing and bad language are unacceptable and will not be tolerated.
- Books and bags must be kept in designated areas.
- Bag areas are not social areas.
- Pupils are to sit on chairs provided and not move them around.
- No chewing gum on campus
- Mobile phones may only be used in accordance with the mobile phone policy.
- No photographs/videos to be taken without permission from a member of staff.
- Shebbear College takes no responsibility for the loss or damage of any electronic devices brought in by pupils.

### **3. Bounds**

No pupil below the Sixth Form may leave the school grounds during the academic day, including lunchtime, without having permission of a Deputy Head or Head of School and 'signing out' at the School Office. Those Sixth Formers with permission to leave the site from the Head of Upper School must always sign out

Day pupils must 'sign out' in the School Office if there is a good reason for them to leave for home before 1700hrs (Monday to Thursday) and 1610hrs (Friday)

The following areas within the School Grounds are out of bounds:

- The garages, maintenance and incinerator areas
- The road from the Prep School to the Chapel (during the school day)
- The wildlife and pond area behind the science block.

In Boarding Houses:

- Girls may not visit boys' boarding areas and vice versa EXCEPT for common room areas if permission has been given by House Staff
- No boarder may leave his/her sleeping area after lights out
- No boarding pupils should visit the local public house without permission to do so

### **4. Sports Fields and Grounds**

Our large and attractive campus is a feature of Shebbear College and the tidiness and cleanliness of all areas is the responsibility of everyone.

- Do not drop litter. If you see litter, pick it up and put it in the nearest litter bin
- Please walk on paths and not on the grass when moving around the school, especially when the ground is wet
- Informal games are allowed on some of the playing fields, but only when ground conditions are considered suitable by the daily duty staff
- Cricket squares may only be used under the supervision of a member of staff
- The lawns in front of Prospect House (the Head's lawn) may be used for supervised activities only
- No ball games in the quad

## **5. Health and Safety**

Shebbear College is committed to the healthy development of young people and will take action to safeguard their wellbeing. The pastoral team play a key role in supporting pupils in line with the general ethos of the school.

- Pupils are to attend all meals and eat a healthy balanced diet. Staff will endeavour to note any eating disorders. Any observations about food should be made through the Catering Committee
- Activities are part of our timetabled curriculum for developing the 'whole person' and must be attended every day, except Friday
- Pupils must not indulge in substance abuse, nor bring any illegal substance into school (This includes correcting fluid)
- The school operates a vigorous anti-drugs policy and any pupil discovered possessing, taking or dealing in drugs will forfeit their right to remain at the College
- Pupils should not bring chewing gum into school
- Pupils are not allowed to have alcohol in their possession, and a breach of this will be viewed seriously.
- Pupils should not have: firearms, fireworks, knives, airguns, facsimile weapons, catapults, smoking materials or lighters, pornographic materials, darts or laser pointing devices in their possession
- While we are a coeducational school which encourages good, healthy relationships, pupils should be aware that inappropriate displays of affection will not be condoned

## **6. Bicycles. Skateboards. Scooters etc**

Pupils aged over 12 years may bring a bicycle into school, but in view of the narrowness of the local roads where 'blind' corners are a feature, day pupils are encouraged to leave bicycles at home. Boarders are not permitted to take their bicycles off campus with the express permission of the Boarding House Master/Mistress.

Skateboarders must restrict their activities to the car park area at times specified by their Housemaster

Skateboarders and those using similar equipment must wear a helmet; cyclists should also wear protective headwear

At all times cyclists and skateboarders are to give way to pedestrians

No pupil may borrow another pupil's bicycle, skateboard or similar equipment

## **7. Mobile Phones / Other Multi-use Media Devices**

Multi-media devices (MMD) may not be used routinely for entertainment in any teaching area, the library, the study area of the 6th Form Centre or the dining-hall at any time. The volume at which electronic equipment is played must show consideration for others.

During the academic day, which includes registration, the use of such devices is prohibited except at lunch break (the wearing of headphones will be taken as 'use of MMD)

Please refer to the Mobile Phone policy. The use of mobile phones by pupils on the campus during the academic day (which includes breaks and lunchtime) and at activities is prohibited. To avoid any misunderstanding a mobile phone which is switched on is deemed to be in use. Pupils found using a mobile phone at an unauthorised time will have their phone confiscated.

## **8. Cars and Motor-Bikes**

Regulations for 6th Form. The following regulations apply:-

Application for a member of the 6th form to use a car for transport to and from school must be made by the pupil, together with a form signed by the parent/guardian, to the Head of Upper School

The pupil concerned must be in possession of a FULL driving licence

The vehicle must be fully taxed and insured together with a current M.O.T. certificate

Permission will not be granted to a pupil to drive a motorcycle or motor scooter whilst under school responsibility

Pupils may only transport other pupils with permission from the Head of Upper School together with written permission from the passenger's parents. A boarder may not travel as a passenger in a vehicle driven by a recent former pupil without the Head of Upper School's permission

The school accepts no responsibility for any theft or damage which might occur whilst the car is in school grounds

No alcohol should be consumed by the driver

Vehicles must be parked in the main car park and not left in roads near the school where their presence might cause inconvenience

Pupils are not permitted to use a car during the school day, including morning break and the lunch interval

Driving lessons should be taken outside the academic day and must be with an authorised driving instructor

## **9. Managing Pupils Behaviour**

Guidelines to staff for implementation of our Behavioural Management Policy

A copy of our Code of Conduct must be displayed in every classroom. Staff should make reference to this and other appropriate documents in order to:

- reinforce our expectations
- encourage children to learn to behave appropriately
- create a positive learning environment

It is important for staff to consistently use positive recognition to:

- increase pupils motivation and self-esteem
- encourage pupils to develop and maintain a positive attitude towards their learning and behaviour.

## **10. Rewards**

Praise: Every opportunity should be taken to praise pupils for excellent effort, achievement and behaviour. Everybody feels motivated by encouragement and praise.

Merits: There is a triple merit system

- Academic Merit
- Effort Merit
- Conduct Merit

### **a. Academic Merit**

These will be awarded to pupils by subject teachers for outstanding work. Pupils can expect to receive an Academic Merit for:

- A piece of work that is better than work previously produced

Merely doing the work is insufficient grounds for awarding a merit. It is our expectation that work is done.

Equally undeserving of an Academic Merit is the ordinary or merely adequate.

An Academic Merit must never be awarded to pupils for “good behaviour” or as a means of bargaining for compliance.

Recognition should be given to pupils who maintain a consistently high standard of work. A merit should be awarded, at half term, to pupils who fall into this category.

### **b. Conduct Merit**

These will be awarded to pupils for outstanding personal contribution to the school community.

Offering help and support to their peers

- Exceptional contribution to their Tutor group
- 100% attendance for the Term

### **c. Effort Merit**

Pupils can expect to receive an Effort Merit for:

- Their efforts in raising money for the term's nominated charity
- Their contribution towards organising/supporting events within their School group and/or House
- Work in the community which brings credit to their School group and/or House
- Merits must never be awarded to pupils for simply "good behaviour" which is an expectation

This is not a definitive list. Tutors and subject teachers may award a Merit to a pupil for a reason not mentioned here. The award must however, relate to the College's philosophy i.e. personal contribution to the welfare of the School/House and not for compliance with basic expectations.

## **11. Operation of the Merit System**

Merits should be recorded.

The member of staff awarding the merit should note the award in their mark/record book and stick/write a merit in the planner.

- Teachers should ensure that all merits are given promptly
- The Tutors will count the merits awarded to pupils in their School and record the totals
- Tutors will inform Heads of School of Merit totals
- Heads of School will keep a record of the personal merits awarded to pupils

For the system to be effective all staff need to use merits but in a manner which reinforces their value ie., they should be used to reward the best examples of personal effort and achievement.

Merit Certificate –

Lower School pupils will receive a Merit Certificate when they have been awarded twenty-five (Bronze), fifty (Silver), seventy-five (Gold) and one hundred (Platinum) merits in that subject.

Middle School pupils will earn a Commendation certificate at the same intervals and 6th Formers will similarly achieve a Head's award.

## **12. Sanctions**

Shebbear College rejects the use of corporal punishment.

### **All sanctions should be entered onto the Pastoral Log**

1. Stage 1 Warning and explanation
2. Stage 2 Pupil spoken to privately by the teacher
3. Stage 3 Twenty minute Time Out at 11.15am or other appropriate punishments given e.g. Litter duty or some similar service to the community
4. Stage 4 Contact Parents - This is likely to result in a one hour detention (Friday pm) and/or period on report ('Satis')
5. Stage 5 Removed to another classroom i.e. that of Head of Dept or to DH for a cooling down period. This action may result in contact with parents and detention/monitoring report
6. Stage 6 Excluded from lessons - This is likely to result in one or more of the following:
  - A meeting with parents
  - Head's Detention (Saturday morning)
  - Exclusion from school

Pupils should expect to be permanently excluded from school for involvement with drugs, offensive weapons, violence, sexual activity on campus or persistent non-co-operation.

### **Guidelines for Staff**

For sanctions to work effectively we must follow the positive reinforcement model. Endeavour to adhere to the principle of two or three positive comments to each negative one.

When disruptive behaviour occurs you must respond to it calmly and quickly. Try and follow the maxim 'praise in public, reprimand in private'. Staff should use defusing skills and tactics to prevent an escalation of the problem.

Encourage pupils to choose to respond positively to your requests. Just as the pupil may choose to behave in an acceptable way so he/she may choose to move on to the next stage by his/her refusal to comply with your requests.

Sanctions must never be physically or psychologically harmful

Sanctions should be balanced with positive support

Sanctions do not have to be severe to be effective

Sanctions must be consistently applied

When using sanctions ensure that there is an emphasis on behaviour modification. Encourage the pupil to discuss the behaviour resulting in the sanction. Reinforce our expectations and endeavour to persuade the pupil to avoid future misconduct.

Details of phone calls to parents should be recorded – make a copy for the pupil file, the pupil's tutor, and ensure you to retain a copy. This will enable tutors and Heads of School to monitor pupils giving cause for concern.

### **The Use of Detention**

Section 5 of the Education Act 1997 provides schools with the legal authority to detain pupils on disciplinary grounds, after the end of a school session, without the consent of the parent.

Staff must give at least 24 hours written notice to the parent/guardians if their child is to be detained for more than 20 minutes at the end of the school session, a standard letter should be used for this purpose. If a detention, in excess of 20 minutes is given, the letter should be posted at least 48 hours before the detention is due to take place. The main purpose of the notice is to tell parents/guardians that their child has been given a detention, why and when, where and for how long the child will have to remain at school. This allows a parent/guardian enough time to bring any relevant points to our attention.

Detentions must be reasonable and proportionate to the offence. As with any other sanction, a detention will be more effective if used fairly, consistently and sparingly. We should also take account of any special circumstances about individual pupils such as their age, any special educational needs, the distance they travel to school and whether the parent can reasonably make suitable arrangements to get their child home from school after the detention.

Sanctions are more likely to be effective if they are endorsed and reinforced by parents.

### **Arrangements**

Departments need to make arrangements to accommodate pupils removed from lessons (Stage 5). The subject teacher, perhaps with the support of the Head of Department and form tutor must then start the process used at Stage 4. i.e. contact with parents/guardians over the agreed punishment.

Exclusion from lessons (Stage 6) is seen as a last resort. This is likely to result in one or more of the following: a meeting with parents; Head's Detention; exclusion from school.

In cases of serious misconduct Stage 6 may be invoked immediately. The school considers the following represents serious misconduct:

- Drug or alcohol abuse
- Assault on another pupil or behaviour which threatens the safety of others
- Abuse of staff
- Sexual activity

## **Stage 6 Procedures**

This should be used to remove a pupil from your lesson ONLY for serious misconduct.

Under normal circumstances, the Head of School or Deputy Head should be consulted before the system is invoked and a pupil removed from your lesson. Whilst recognising that this may not always be possible the Head of School or Deputy Head should always be informed of the action taken and the reasons for it, as soon as is practically possible.

Should it be necessary to remove a pupil from your lesson, telephone/email the Main School Office who will alert an appropriate member of the SMT. If this is not practicable, send another pupil to the staffroom with a summons for help. A note, indicating the reasons for the removal should be completed for the benefit of the member of SMT or other member of staff.

The member of the SMT or Head of School will take responsibility for the pupil excluded from your lesson. A decision will then be taken as to whether the pupil should return to lessons at an appropriate time. If this happens, the pupil will be instructed to return to the office of the member of the SMT at 1545hrs.

The member of SMT has the responsibility of setting work for the pupil removed from lessons.

A panel meeting will take place between the member of staff who referred the pupil, the Head of School, the member of the SMT and either the Deputy Head (Pastoral) or Head.

The decision(s) of the meeting will be published on the staff notice board. The Deputy Head will review pupils referred to Stage 6 regularly.

### **13. Monitoring Pupil Behaviour**

If a pupil is giving cause for concern or has been involved in an incident of unacceptable behaviour, this should be recorded in the Pastoral Log.

If action is taken and the matter resolved, a description of action taken must go on the Pastoral log

If further action is required that action will be recorded on the Pastoral Log by the Head of School.

This procedure should facilitate effective communication when dealing with incidents of poor behaviour.

#### **a. Monitoring Sheet / Report Card / Satis Card**

Prior to placing a pupil on 'Satis' parents should be contacted and the reasons and procedure discussed.

Tutors and School Heads may place pupils on 'Satis' Cards for truancy, underachievement, habitual lateness, lack of homework or poor behaviour. The reason for placing a pupil on 'Satis' should be written at the top of the sheet/card.

The 'Satis' must be signed by subject tutors at the end of every lesson and shown to the tutor or Head of School at the end of the day. Once signed by parents, the pupil must return

the sheet to their tutor the following day for filing. Report Cards will be checked by the Tutor and retained by the pupil until the end of the week.

Should a pupil's performance whilst on 'Satis' continue to cause concern, further action should be taken. This action might include referral to a Deputy Head or Head.

#### **b. Meeting with Parents**

Should a meeting with parents/guardians be called to discuss matters of concern, the issues discussed and the decisions taken should be recorded and passed to the Head of School/Deputy Heads as appropriate.

Copies of this should be entered onto the Pastoral Log.

Other related documents;

- Alcohol policy
- Anti-Bullying policy and strategy
- Exclusion Policy
- Pupil Code of Conduct
- Drugs Policy
- Safeguarding and Child Protection Policy
- e-Safety policy
- Anti-Smoking Policy