



# The Ecclesbourne School

'Learning Together for the Future'

## BEHAVIOUR AND DISCIPLINE POLICY

December 2020

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### 1.0 Principles and Rationale of The Ecclesbourne School Behaviour and Discipline System

If we are to create a community in which high quality learning can take place and all of its members can work happily together, an atmosphere of good order is vital. School rules and procedures exist to foster this ethos but students are also encouraged to develop self-discipline and consideration for others. At the same time, our expectations must be rational and their enforcement fair, reasonable and consistent.

It is important that our young people value each other and feel valued by those in positions of authority over them as is demonstrated by the way the school conducts its business. We believe that the best incentive we can offer our students to co-operate in this enterprise is through the routine of school life; through appreciation received from their subject teachers when they are working hard and through encouragement when difficulties have to be faced. For outstanding effort, achievement and service to the community, we provide an extensive variety of more tangible rewards ranging from the award of merits and an entry in the annual roll of honour to the receipt of certificates, colours ties and school prizes at public ceremonies.

We state our general expectations of student behaviour in a manner which is clear and concise in the form of the school's **Code of Conduct** displayed in every classroom:

- ***students must avoid activities which cause distress or discomfort to others.***
- ***students must always behave in a fashion which reduces the chances of injury to themselves or to others.***
- ***students must do nothing which causes loss or damage to school property or the property of others.***
- ***student behaviour must be such as would reflect credit on themselves and the school.***

We also have a series of specific **School Rules** which are published in the Organiser provided for every student in Years 7 – 11 and in a leaflet given to all post-16 students (viz). Both the Code of Conduct and the School Rules are brought to the attention of every student by his/her form tutor at the beginning of every school year.

Our discipline policy flows naturally from the school's general aims and philosophy which, in turn, help us to define the difficult balance we have to strike between the needs of the individual and the needs of the community as a whole.

**Needs of the Individual:**

A concern to promote appropriate behaviour and to modify inappropriate behaviour is at the heart of the educational enterprise. We must, of course, see it as natural that young people will, from time to time, misbehave: what we must never do is see them as being incapable of improvement. We owe it to our students to have high expectations and it is ultimately contemptuous of young people for us not to be prepared to make demands of them.

A demand is not a demand unless we are prepared to enforce it by appropriate means and these will depend both on the nature of the offence and the situation of the offender. Students with severe behavioural problems for example, must be regarded as having a type of special educational need; it is, therefore, neither rationally nor morally justifiable to treat them in the same way as students whose misdemeanours are merely casual.

However, it must be understood that the educational rights of any individual are not absolute. There is a practical limit to the amount of time any school can spend on trying to persuade an individual to comply with its rules. There is also the question of hierarchy of needs: in stark terms the rights of the bullied will always take precedence over those of the bully.

**Needs of the Community:**

A community shows its values not by talking about them or even by incorporating them in published policies, but by acting. Unless it is prepared to act in their defence it cannot expect its values to be taken seriously. By responding sympathetically to the needs of individuals, and by striving to make its goals and attitudes relevant to those who do not readily perceive their relevance, a school improves the service it gives to all its students. However, to accommodate those who actively reject its values - for whatever reason - is to undermine those values and thereby to damage its service to other students. There is a point at which concern for the many will outweigh concern for the needs of any one individual.

In modifying inappropriate behaviour, we must pay due regard to all three of the classical theories of punishment. **Reform** must be our first concern when dealing with errant individuals, for one of our primary aims is to assist in the development of good citizens whose underlying beliefs uphold the rule of law. However, we owe it to our own community to ensure that our actions also act as **Deterrent** to those on the verge of misbehaviour. **Retribution** will normally be a less prominent motive, but there may be times when the need to assert the community's values in uncompromising terms is paramount.

Parents and carers are informed whenever the school believes incidents are serious enough to warrant it or there has been a trend of relatively minor incidents which earlier sanctions have failed to correct. For any genuinely serious incident, parents will be expected to discuss the matter with a member of the senior staff in an effort to establish a joint approach to the problem it represents.

## 2.0 Effective Teaching Strategies and Behaviour Management

Prevention is better than cure. Behaviour management can be learned and is rooted in high quality lessons that engage and challenge. The most effective behaviour management looks light touch precisely because it is founded on shared understanding of expectations arising out of a teacher's routine practice. Problems are normal where children are learning and testing the boundaries of acceptable behaviour. We judge our success not by the absence of problems but by the way we deal with them. The following advice and guidance is intended to be **practical and focused on what works**.

### 2.1 20 Strategies for Effective Behaviour Management

**Seating Plans:** For behaviour management and for teaching and learning – this is one of the most powerful tools at your disposal. You control the environment – it is set up for work not for socialising. Also don't be shy about changing the plan regularly – keep things fresh.

**Look after the pennies:** Begin and end lessons with a uniform check. Expect students to line up quietly and stand by desks until asked to take their seats. Simple routines that put you in charge and reassure by their consistency.

**Mountains and Molehills:** Remember the most effective behaviour management is lessons packed with engagement and challenge. When a child is late – be inclined to get them active with the minimum of fuss. The learning comes first. Deal with the lateness later.

**Voice Matching:** Your voice should be at the volume and intonation you expect from the student. A loud and aggressive voice will usually result in a loud and aggressive response.

**Stay Calm:** Practice all your self-calming skills. Remember that the first person who needs to calm down in a confrontation is you.

**Move In:** If you are speaking to an individual student, don't shout across the room or remain rooted behind your desk; move in. Be aware of your speed of approach!

**Move Out:** Once you have spoken to the student, the temptation is to remain close by, waiting for compliance. You are far more likely to see success if you move away, expecting compliance. This enables the student to make a good choice without the stress of your presence.

**Personal Space:** For most of us, personal space is approximately the radius of an outstretched arm; any further away, and it is difficult to work out who is being spoken to. Any closer and you begin to invade intimate space. If you need to be that close, consider standing slightly sideways and avoid a confrontational manner.

**Hierarchy of Response:** Have at least five levels of response and remember that your role is to use the responses to keep the student at the lowest level possible; not to escalate the problem!

**Teamwork:** You are not alone. There is a hierarchy of responses to draw on in your own practice and then within your Faculty before referring to the Guidance Teams and School Offices.

**Positive Ethos:** Set a positive ethos in your classroom from the outset. Be on time, be prepared and concentrate initially on the students who are on-task and complying with the classroom guidelines.

**Proximity:** This is similar to personal space — remember that simply standing near the off-task student will be sufficient to make them consider their behaviour.

**Proximity Praise:** Spot the off-task student and make sure you praise the student nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour.

**Non-verbal Language:** Be aware that more than 60% of all communication is non-verbal. What is your body language saying?

**Positive Reinforcement Bounce:** Try to catch students getting it right rather than watching hawk-like for a slip to pounce on. Try sending the target student to a colleague with a note or message. The note says, 'Tell (student's name) "Well done for..." and send him or her back!' The student has been removed from the problem situation, received praise and has returned in a fresh state of mind.

**Meet and Greet:** Starting the lesson by meeting students with a smile at the door sets a positive tone from the start. Some students may need a little more of this and are simply not in the right frame of mind at the start of the day or the lesson. Set up a system with you or your ELO to meet and greet and settle the student.

**Refocus:** Don't be verbally misled by arguing students. Refocus them on the issue by using a statement of understanding ('Yes, I see, but that is not the point; you need to...')

**What? What?** Avoid confrontations caused by expecting students to *explain* their behaviour. Ask 'What are you doing?' Then 'What should you be doing?'

**Broken Record:** Avoid engaging in an argument, and be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response.

**Time Out:** A change of environment will often help to focus a student. This can be as simple as changing seat, arranging with a colleague to send the student to a nearby class or a short period in the corridor. Don't forget, the emphasis should be on *time*. Make sure you have a plan of how to reintegrate the student back into your teaching group

## 2.2 Consistency and Routine

Consistency is the most powerful element of whole school behaviour management. We will all reap the benefit if we aim to base our overall strategy for the management of classroom discipline on the following:

### **Encourage pride in the school by your persistent actions and attitudes:**

- leave desks in place and the board clean after lessons;
- clear graffiti immediately from desks;
- do not allow graffiti of any kind on books or folders;
- remove/repair all damage, if you cannot, inform the Site Manager;
- enforce the ban on chewing gum;
- keep displays fresh and attractive;
- keep your desk, shelves and cupboards tidy;
- laptops stored safely and re-charging.

### **Relationships are vital. Take the initiative:**

- enjoy relating to students;
- greet and be greeted;
- speak and be spoken to;
- smile;
- set high standards of courtesy, conduct and smartness by modelling them yourself;

### **Do all you can to avoid:**

- confrontation because it can quickly escalate minor problems;
- humiliation which breeds resentment;
- shouting because it can be returned with interest and because it diminishes you;
- over-reacting because children have a finely tuned sense of fairness and proportion;
- blanket punishments because, with good reason, the innocent will resent them;
- trying to punish what you can't prove;
- sarcasm: set the example of respect in communication that you would have children emulate.

### **And do all you can to:**

- use humour which defuses tension and builds bridges;
- keep calm because it is contagious;
- listen because it earns respect;
- be positive and build relationships;
- carry out and see through any threats you have to make;
- judge only when certain of the facts;
- use sanctions proportionately and sparingly.

### Classroom Expectations

Create and sustain a positive, supportive and secure environment. **Well prepared, stimulating lessons generate good behaviour and earn respect. When children are bored they will become disruptive and they have no respect for teachers they consider to have weak discipline.** The following is an attempt to summarise the key elements of effective practice, which, if applied consistently across the school, will ensure good order and an atmosphere conducive to high quality teaching and learning.

#### You should:

- arrive before the class and begin on time;
- be prepared with a well-planned, engaging and challenging lesson: behaviour issues arise when students are bored or disengaged;
- take a register in SIMS in the first five minutes of the lesson;
- be consistent, firm, rational and fair;
- teach students specific practical routines that put you in control;
- begin and end lessons with a quick and unobtrusive uniform check;
- students in Lower School should stand behind their desks quietly until you ask them to sit;
- never allow students to sit on the desks;
- never allow students to have a mobile phone – these should be handed in at General Office if they are brought to school. If you hear or see one the student is to be asked to turn it off and take it to the General Office where they will be issued with a slip to show you they have received it;
- use sanctions appropriately and in escalating intensity as set out in this policy;
- deal with transgressions yourself first and refer to your line manager/Head of Subject/Faculty only if needed. There is a hierarchy of response and the intervention of the pastoral system is designed as the stage that follows on from action at Faculty level.
- plan stimulating lessons that keep everyone challenged and interested;
- go out of your way to ensure that you know every student's name and something about them;
- mark work promptly, incisively and constructively in line with the whole school policy;
- set appropriate homework regularly to schedule;
- encourage creative dialogue – confidence in discussion is important;
- keep an attractive, clean and tidy room;
- use first names, never nicknames;
- insist that everyone has their own equipment and do not allow borrowing;
- praise strengths; don't dwell on weaknesses;
- refer to School Code of Conduct displayed in each classroom and especially its key principles;
- give and receive respect;
- establish discipline clearly and effectively at the start of the lesson;
- make clear the learning intentions of the lesson;

- spend time establishing a routine with each class so that students know your expectations;
- be aware of all students with special needs and plan for them;
- complete class monitoring reports and individual reports;
- **make use of SIMS Behaviour Module to record behaviour that you wish the form tutor and pastoral teams to be aware of but don't use it simply to pass the problem on.** When an issue is serious enough for a referral outside the Faculty make a point of speaking to or at least emailing the form tutor and Head of Year making clear how you dealt with the matter within the Faculty;
- **aim to award at least 2-3 merits each class each week: Years 7-11.**

#### **Students should:**

- arrive punctually, correctly dressed and equipped;
- enter rooms sensibly and go straight to their place
- **Lower School students must stand quietly by their seat** and wait for you to ask them to sit
- take off and put away any outdoor wear (not on desks);
- take out books, pens and equipment, (torn or graffiti damaged books and folders must be replaced at the student's expense);
- put bags away (not on desks);
- remain quiet and attentive during the register.

#### **Make the following clear:**

- you dictate the seating arrangements;
- when you talk to the whole class students remain silent;
- if the class is asked a question, students should not call out. 'No hands up' questioning is a highly effective method for ensuring maximum engagement and inclusion. Putting a hand up is also an acceptable way of offering an answer;
- if a student arrives late without reasonable cause they must expect to make up the time;
- homework must be recorded in the personal organiser;
- eating and chewing are not allowed;
- students must not leave their seat without permission.

#### **Have an established routine for orderly dismissal:**

- summarise briefly what has been achieved in the lesson and confirm homework;
- Ecclesbourne is a 'no bells' school, the clock, if you use one, is a signal for you so students should not begin to pack away or put on outdoor wear until told to do so;
- when asked to, students stand and push in or put up chairs and tidy resources or pick up litter;
- check students are correctly dressed before they proceed to their next lesson;
- students move to the exit when you say and in the order you determine.

**Finally, ask yourself the following questions:**

**Plan:**

Do I have an overall strategy for the management of classroom behaviour? Do I have a clear plan of how I will respond to appropriate and inappropriate behaviour? Have I taught this plan to my students? Does my classroom plan fit into the school's overall discipline policy and practice?

**Rules:**

Do I have clearly defined classroom rules? Have I taught these rules to my students? Do all students know exactly what is required of them throughout the lesson and when they are in my department area? Use of the School Rules – 'The Code of Conduct

**Reinforcement:** Do I provide positive reinforcement to students when they follow the classroom rules? Do my students know what positive reinforcement they can expect? Have I developed a positive vocabulary?

**Teaching Style:**

Is my classroom management strategy merged with my routine teaching of curriculum? Do I teach my behaviour expectations as I would other areas of curriculum? Do I regularly rehearse behavioural expectations with students? Do I try to create a positive focus by highlighting good behaviour and minimising negative attention?

**Giving directions:**

Do I give clear activity directions to students when I need them to move into various learning activities? Have I taught the specific behaviour expectations for all the major learning activities that students engage in within my lessons?

**Positive support:**

Do I positively recognise students who follow my directions first time?

**Setting limits:**

Do I consistently provide disciplinary sanctions for those who do not follow my directions?

### **3.0 Rewards**

Promoting appropriate behaviour depends to some extent on our ability as teachers to catch children 'doing it right' and show that we have noticed. Praise received in class and around the school reinforces the community's values not only to the recipient but to all others in earshot.

This reinforcement can be more powerful and will reach a wider audience when such praise is delivered in a public manner from the assembly platform, in a prize-giving ceremony or in membership of a roll of honour.

The student reward system at Ecclesbourne School is wide and varied. Outlined below are the main recognised forms of student reward, but in addition to these we emphasise that there



are less tangible, yet equally important, rewards that occur on a direct 'as it happens basis' such as a 'pat on the back' or a 'well done'!

### **Prize-Giving Day**

In addition to Prizes awarded for academic achievement and progress, School Motto prizes are presented to two students in each form for their 'Integrity, Tenacity and Service'. In addition, there are subject prizes and endowed prizes gifted to the school by past students or friends of the school. The aim of Prize Day is to celebrate student achievement and character and to distribute reward to the widest possible range of deserving students.

### **Roll of Honour**

During September and October, a Roll of Honour is posted in a prominent position within the school. This lists all students who have represented the school in a whole range of sporting activities and also recognises those students who have worked to serve the community.

### **Merit/Colour Ties**

These are awarded to those students who are selected to represent their County or Country in sporting or musical activities and, on occasion, Merit Ties have been given for outstanding service to the school.

### **Sports Certificates and Sports Award Ceremony**

These are presented to students for participation in Sports Day and for representing the School in any of the Sports Teams, as well as for particularly meritorious achievement or participation in sport.

### **Governors' Award Evening**

This is a special presentation evening for those students and their families who have achieved an exceptional level of performance, such as reaching the national finals of their chosen activity.

### **Merit Awards**

This system is House-based. Merits are awarded for any worthy achievement, not necessarily tied to outstanding academic work and so are spread across the whole ability range. The merit system operates for students in all years. A merit may be awarded by a teacher for an outstanding piece of work or work of a consistently high standard or consistent effort. Merits are accumulated for individual and House competitions and recorded on SIMS. Individuals can gain certificates and letters of commendation from the Head Teacher which are awarded throughout the year. The House Competition contributes to trophies awarded at Prize Giving Day each year. Weekly updates appear on the screens around school.

### **Letters of Commendation**

Letters from the Head Teacher and Head of Year are sent to the parents of those students who have achieved outstanding reports either for academic attainment or exceptional effort. Letters of Commendation are also sent from the School Governors to students who achieve outstanding success over and above the norm.

### **Assembly Commendations**

All students attend two assemblies each week. 'Whole School' Assemblies are used for the celebration and commendation of student achievement. The range of activities covered in these assemblies is wide and varied as is the cross-section of those being rewarded. Form tutors and subject teachers are charged with bringing the achievements of their students to the attention of the Head of Year. House assemblies celebrate individual and team successes within the vertical house system.

### **Record of Achievement and Target Setting (RATS) Process**

The Record of Achievement and Targeting process takes place twice a year in January and June and involves every student and their tutor meeting one-to-one to discuss progress and achievement and to set targets. This is an opportunity for all students to receive acknowledgement and praise from pastoral staff for their academic and wider achievements both inside and outside school.

### **Attendance Certificates**

These are presented to students during assemblies for those who have achieved 100% attendance. 100% attendance prizes are also awarded during Prize Day.

Form attendance is monitored weekly and celebrated on the screens around school.

### **Posts of Responsibility:**

**House Captains.** In Year 12, 10-12 students from each House are selected for this position which involves supporting the Head of House and leading younger students.

**Peer Mentors** are trained to work together with form tutors and support Year 7 students when they arrive at Ecclesbourne.

**Co-Head Prefects** – These are five Head Boys or Girls who apply for the responsibility of leading the Prefect team. Co-Heads are the senior students in school and are chosen on the basis of their exemplary track record of progress, achievement and conduct.

**Prefects** – are responsible for upholding the ethos and values of the school by their conduct and example and through formal supervision of the school during lunchtime.

**Sports Leaders** are trained to support the work of the PE Department in school and local primary schools, gaining leadership skills in the process.

**Buddy Readers** work with Year 7 students to help them improve their literacy and confidence as readers.

**Subject mentors** in the VI Form work to provide targeted support to students who benefit from one-to-one help with their GCSE studies.

**Student Councillors** – drawn from every form throughout the school with a Whole School Student Council of 14 students, a boy and girl from each year group. Student Councillors advise the SLT and CLT on matters relating to student welfare and learning as well as advising the

Governing Body on facilities (Facilities committee) and general student matters (Students & Curriculum Committee). Student Councillors also take part in selection panels and act as guides for visitors to the School.

### Guidance for Students on the Rewards for Good Conduct

All students will be reminded of the rewards for good conduct and the sanctions for poor behaviour in form time and PDC and will review them with their tutors at the start of each academic year.

If You:	Then:
Work hard and produce your best work	You will know you have done as well as you possibly can. You will gain the qualifications needed to ensure you are highly employable and will give yourself the best possible chance of succeeding in life. You will reduce your stress and enjoy school.
Are a good friend and try hard to be kind and get along with others	You will make friendships that last long after you leave school. You will receive friendship and support from others in return. You will contribute to a happy and safe environment. You will grow in maturity and become a better communicator and more confident in your dealings with others; a skill that will help you all your life.
Represent your form, House or the School in sport or music and drama.	You will learn the value of teamwork and the connection between effort and reward. You will be healthier and more resourceful. You will have the honour of representing your School. You will have the opportunity to take your place in the history of the School through breaking athletic records or starring in a school production. You will gain the admiration of your peers for real achievement. Anyone who has taken part in activities like these will tell you how much fun it is and how good it makes you feel.
Wear your uniform correctly and with pride	You will look smart and business-like – ready to work rather than comparing yourself to others and wasting time on what to wear. You will set a good example to younger students. You will show you take pride in your appearance and feel a sense of belonging. Your school is one of the very best in the country: as you make your way to, from and around school you carry its reputation with you.
Take on positions of responsibility such as buddy readers, sports leaders, prefects, student council, being or helping house captains, co-head boys and girls, sitting on School Governor Committees.	You will develop leadership skills and learn how to communicate with and inspire confidence in others. You will gain in confidence and the skills valued by employers. You will be demonstrating that you are an Ecclesbournian and that this is <b><i>your</i></b> school. You will be able to take pride in representing the ethos and values of your school. You will gain the satisfaction that comes from knowing you have been able to help others. You will have status and a position of authority among your peers. We will be able to comment on your role in references for university and employment.

Look after the physical environment of the school ensuring litter, graffiti and vandalism are not acceptable	You will benefit from a pleasant, clean and inspiring school environment. You will signal to the school's leadership that it should continue to invest in better facilities for students by showing that you value and will look after them.
Behave and work in a way that reflects credit on you and the School	Behaviour that limits the learning opportunities of others will not be tolerated. Positive contributions to the ethos and culture of the school will be rewarded through the merit system, prizes, roll of honour, positive reports to your parents/carers, exciting opportunities such as school trips including abroad (in the last few years: New York, China, Peru, Germany, France, Spain, Denmark, Slovakia – and many more!) You will also receive acknowledgement in the form of thanks and a quiet word; we know that some pupils are a little shy about public applause. Most importantly it will give you a sense of personal pride and achievement.
Do not tolerate bullying of any kind and report it if you see it.	The 18th Century British MP, Edmund Burke said: "The only thing necessary for the triumph of evil is for good people to do nothing." If you show compassion for others and are not afraid to expose bullying behaviour school will be a safer and happier place. Your bravery and character in doing so will be recognised and your help will be treated in confidence.

#### 4.0 Disciplinary Sanctions

HIERARCHY	DISCIPLINARY SANCTIONS
Verbal Reprimands	The offence is clarified, a warning of consequences of repetition is given and a verbal apology may be required.
Impositions	-lines – 2 x A4 sides for single or low level offences more for repeated offences or more serious incidents -copying out the Code of Conduct or the Uniform Code from the Student Planner -extra work -essays of the 'where I went wrong' variety -formal letters of apology For VI Form students - a referral system of formal warnings operates
Punishments to 'fit the crime'	Litter collection for litter louts, table-cleaning for table defacers, etc.  (NOTE: non-accidental damage may involve students being required to fund repair or replacement).
Detentions	-at break or lunchtime require a verbal warning only -after school, parents will receive 24 hours warning in writing (NB: those with transport difficulties will need to make their own arrangements).  -Teacher and Subject Detentions – should be no more than one hour in duration and should take place only when a Teacher Detention Form has been issued to the student and returned signed.

	-School Detentions – may be up to two hours in duration and will be supervised by a senior member of staff who will contact the parent/carer directly to arrange on receipt of a referral from teaching staff.
(a) Formal referral to Head of Subject/Head of Faculty, who will typically inform the Form Tutor of actions. (b) Formal referral to Form Tutor.	-for single, serious offences or for failure to respond to sanctions applied for poor conduct in a single subject(a) or around the school(b).
Formal referral to Head of Year/Head of School	-for single, serious offences or for persistent failure to respond to minor sanctions -this could result in e.g. the use of a Daily Report to encourage improvement in classroom behaviour; internal exclusion from certain lessons under supervision; a change of teaching or tutor group.
Formal Learning Agreement	A formal agreement between student, parent and school setting out expectations with regard to conduct and application.
Instant referral to the Head Teacher/Deputy Head Teacher/Head of School	When a student has been grossly insolent, obscene, refuses to carry out a reasonable instruction or offers violence.
Fixed Term Exclusion	For single serious incidents (see above), when there is a perceived need to underline the seriousness of the offence or as the next stage in a string of repeated offences where other sanctions have failed. If the Fixed Term Exclusion is for more than five consecutive working days, School will discharge its statutory responsibility to provide suitable full-time education from the sixth day. The short fixed term exclusion is a serious sanction and should have a salutary effect on other students as well as the offender. The decision to exclude can only be taken by the Head (or Deputy in his absence). No student will be sent home during the day unless parents have been contacted and agree. A formal letter setting out reasons, length of exclusion, arrangements for re-admission and the right to appeal will quickly follow. Copies of letters are sent to the LA. Work will be sent to complete during the excluded period. Returning to school after exclusion is an opportunity for a student to make a fresh start but not to work their way through levels of sanctions again. If exclusion was for persistent poor behaviour then there has to be a change in that behaviour in the future. A report with targets will always accompany re-admission. Exclusions for violence, bullying or verbal abuse will result in longer or permanent exclusion if repeated.
Post Exclusion Contract	An agreement between student, parent and school which, if broken, would lead to further temporary exclusion, a governors' reprimand or in exceptional cases, permanent exclusion.
Governors' or Head Teacher's Disciplinary Interview & Reprimand	For offences which are likely to lead to a permanent exclusion if repeated and where 'one last chance' is considered appropriate. Student and parents attend a formal meeting to address the serious concerns of the School. Effectively a final warning.
Fair Access Protocol – 'Managed Move'	A 'managed move' may be considered at the Head Teacher's discretion. This term refers to an inter-school agreement whereby a student is removed from one School's roll and placed on another in the same area, avoiding a permanent exclusion on the child's school record and offering a fresh start. This is an inclusion strategy designed to keep the student in mainstream

	education, albeit at another school for the remainder of their school career.
Permanent Exclusion	For very serious offences or, at the end of a chain of offences, where the Head Teacher is convinced that the School cannot control the behaviour of the student concerned. This means the decision to exclude a student permanently will be taken in the event of a serious breach, or persistent breaches of the school's behaviour and discipline policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. With regard to exclusions the School follows regulations and statutory guidance as laid out in "Exclusion from maintained schools, Academies and student referral units in England" (in use from September 2017). Details of the procedure are available on request.

N.B. Corporal punishment –is totally forbidden at The Ecclesbourne School.

#### 4.1 Guidance on applying sanctions for misbehaviour

The Ecclesbourne School Behaviour and Discipline Policy is predicated on a high degree of responsibility and independence for the individual teacher and this requires the exercise of professional judgment. There is a tension, in any systematic approach to behaviour management, between the requirement for consistency and the need for teachers to assess and respond appropriately to the situation as it arises. The following is rendered in student speak for the Head Teacher's Behaviour and Discipline Assembly and is not intended as a black and white directive. However, it is a helpful guide for those seeking to apply the policy fairly and proportionately.

##### **"What will happen if I choose to misbehave?"**

The following are examples and not intended to cover every eventuality. Please be very clear that any misbehaviour will be a serious matter for the teacher who is with you at the time. Sanctions get even more serious when referred to the Department Head or Year Head. It is in your interest to respect your teacher and work hard at achieving a good relationship. Avoid getting yourself into a spiral of punishments.

<b>If You:</b>	<b>Your teacher will:</b>
Forget or simply fail to do your homework	Warn you and give you a Teacher Detention or if necessary a Subject Detention. These detentions are always work related. Your form tutor will be notified using the school register system. If you persistently miss homework it could lead to Head of Year Report. The Head of Year will certainly contact your parents.
Disrupting a lesson with inappropriate behaviour –for example persistent chattiness, calling out, behaviour that slows or disrupts the learning of others.	Disruption of the learning of others will not be tolerated. You will be given a verbal warning and an opportunity to amend your behaviour. You may well be moved to a different seat or removed to another classroom where you will be expected to explain your conduct to a senior member of subject staff such as

	the Head of Subject or Faculty. For isolated offences you may expect a written imposition in the form of lines or an essay. For persistent low level disruption in one subject you will complete a Subject Detention. If the behaviour happens in more than one subject, you will be placed on Head of Year Report. The Head of Year will contact your parents.
Use of foul and abusive language	This is serious and will result in immediate referral to your Head of Year. You will receive a significant written imposition and a School Detention for a first offence. A repeat will result in a rapid escalation in the severity of your punishment.
Gross insolence or swearing at a teacher or member of staff or refusal to obey a direct instruction from a teacher.	This is very serious and will result in immediate referral to a senior member of staff – a Deputy Head or the Head Teacher. You are likely to be excluded from school and will certainly be removed from lessons and isolated. You will receive a significant written imposition and a School Detention for a first offence. A repeat will result in a rapid escalation in the severity of your punishment up to and including permanent exclusion.
Misbehave at lunchtime and prevent Mid-Day Supervisors from doing their job	You will eat your lunch alone and not be allowed to associate with friends for a period of time. If poor behaviour persists your parents will have to cater for you at home and you will only be allowed back on site at the beginning of afternoon school.
Talking during Fire Drill or chewing gum	10 x A4 sides of lines
Dropping litter or damaging school property accidentally	Community service such as litter picking and payment of the cost of damage repair
Deliberate vandalism	A great deal of effort and investment goes in to making our School an exceptional environment in which to learn. You are custodians of the School and need to pass it on to the next generation in good condition. Therefore, we will take this offence extremely seriously and you will be likely to face exclusion from school for at least a fixed period. You will be expected to pay for any repairs required.
Wear incorrect uniform	You will be given the chance to put it right and the school will have regard for your circumstances. If it persists you will expect to be given lines – copying the school uniform (pink) pages in the planner. The School holds spare uniform and you may be asked to change.
Misbehave on a school bus or journey	You will be barred from the School bus for a fixed period, permanently if the behaviour is repeated. You will be barred from subsequent trips until such time as you regain the trust of the school.
Truant	Parents are always informed and you will be punished by making up the time missed after school or during INSET Days when all other students are at home. You will be placed on attendance report. Repeat truancy will result in Head's, or Governors Disciplinary meeting.

Arrive late	You will be warned and marked late. If you are late to a lesson you may be required to make up the time. If you are persistently late you will be placed on report and parents contacted. If there is no improvement the use of punishments such as detention and loss of breaks will begin.
Physical assault or fighting	Exclusion from school is all but unavoidable. Do not raise a hand to another person. Remember that this sort of behaviour in the adult world carries criminal penalties.
Smoking (Including electronic cigarettes) drinking or possession of banned items or substances including weapons or drugs.	Automatic exclusion from school. Permanent exclusion for most of the offences listed here. The School would be expected to inform the police.
Bullying – including through misuse of social media or trolling	This is unacceptable behaviour because it causes so much unhappiness and is by its very nature pre-meditated and vindictive. It is extremely serious and will always be treated as such. Parents will certainly be involved and an exclusion from school is highly likely. For a period of time you will lose break and lunchtimes and any free association with other students. You will be given the support and opportunity to change. In serious cases Permanent Exclusion or alternative provision for persistent bullies will be considered.

### 5.0 When you need to refer a problem on

Work hard to establish good relationships with students. They will appreciate being treated with fairness, dignity and a sense of humour. Most will respond positively. **However, there will be times when you have done everything right and still need to refer a problem on up the hierarchy of response.**

There is no excuse for rudeness, disrespect or insolence towards teachers or support staff. Any reasonable request from a member of staff should be carried out at once and without argument. You should always refer incidents of gross insolence or refusal to comply with a direct instruction to the Head of Year and senior staff. Similarly, serious offences such as those involving bullying, violence or prohibited substances, for example, should be directly referred to the Head of Year and senior staff.

You should refer a problem to your faculty line manager if your application of the behaviour policy has not resulted in an improvement. Use SIMS to record incidents you want the form tutor and Head of Year to be aware of, they will use the information to build up a picture of patterns of behaviour and will support you.

**SOS System:** A phone call to General Office can be made at any time in the school day and will result in a senior member of staff on call removing a student from your lesson. This is to be used when you are unable to manage the situation without help or in the event of a single serious breach of discipline requiring an escalation of response.