

Behaviour & Discipline Policy and Guidelines

In order to fulfil our mission statement of - Working together to achieve quality of education and equality for all, our discipline policy aims to:-

Provide a safe and structured environment in a climate of mutual and self-respect, promoting rights and responsibilities for all.

We ask the whole community of the Academy to implement this policy through supporting the rules and strategies outlined below.

School Rules

1. Show respect for all pupils and all adults by:-

- speaking to people in a polite way;
- using peoples' correct title;
- respecting other peoples' property;
- helping others;
- showing consideration for others;
- always trying your best;
- Avoid physical hurt.

2. Show respect for the school environment by:-

- moving around school in a sensible way;
- keeping classrooms tidy;
- putting litter in the bins;
- taking care of the buildings and the grounds.

3. Show respect for the whole school community by:-

- valuing our differences - age, gender, race, disability, sexuality and background;
- making everyone feel supported and cared for;
- making everyone feel included;
- making everyone feel their contribution is valuable;
- making everyone feel important.

Care

Share

Friendly

Help

Smile

- This policy has been developed from school based consultations; staff meetings; training sessions; student leaders and discussions.
- The intention of this policy is to enable all staff to promote the acquisition of positive behaviour in all students.
- No policy set of guidelines can prepare staff for all the difficult situations that may arise and staff will be expected to make judgements which are professional and legitimate. This policy aims to provide a clear ethos and structure within which these judgements can be made.
- This policy applies to all staff equally.
- The policy and guidelines will be shared with all staff who work with the students.
- The behaviour management policy is fundamental to meeting the needs of our students & should be read in conjunction with other central policy documents.
- The governing body have overall responsibility for the policy. The Principal is responsible for overall management of the policy, but responsibility for its day to day implementation rests with all staff.

Behaviour and Discipline

Behaviour and discipline / SEAL skills are an integral part of the curriculum which teaches appropriate and relevant social skills, thus allowing pupils to participate as fully as possible in the life of their home, school and local community. Good standards of behaviour and discipline are necessary to:-

- provide an environment where learning can take place;
- ensure the safety and well-being of all pupils, staff and the general public;
- look after the school environment;
- protect pupils from self-inflicted injury and abuse;
- divert a pupil from inappropriate behaviour to appropriate behaviour;
- curb or divert obsessive behaviour in order to allow learning to take place;
- teach pupils to have self-control;
- teach pupils that actions and choices have consequences;
- encourage pupils to develop and demonstrate positive attitudes;
- encourage pupils to display standards of courtesy and co-operate with one another, staff and visitors;
- encourage pupils to display standards of courtesy and concern for everyone regardless of race, gender and disability;
- nurture an understanding that bullying is unacceptable.

Rewards

A system of positive rewards and incentives should be used to encourage appropriate behaviour rather than negative sanctions. Positive reinforcement is to be used in the form of praise; encouragement; merit points using the SIMS behaviour management component and by the extension of privileges. Rewards should be specific to the individual pupil and can be of contingent or non-contingent form (e.g.. contractual basis). The aim should be to move students on to a higher system of more intrinsic rewards through planned progression. All achievements should be recognised through:-

- acknowledgements in assemblies;
- merits, certificates and/or trophies via SIMS, tutor groups, house system and departments.

- each tutor group nominating 'Pupil of the Week' throughout school.
- certificates to be given out by class teachers at regular assemblies and pupil to take copy home. These certificates can be subject based or an improvement in attitude or behaviour etc.
- Pupils who have set their own individual targets with the Learning Mentor will also have an agreed reward to work towards.

At KS3, KS4 and 6th form pupils will have daily discussions with their form tutor re:- merit points on SIMS, which house is in the lead, how many points each student has achieved and when they can access the 'Merit Shop' to exchange their points for prizes.

Sanctions

All pupils should, according to their level of understanding, be made aware of the school rules and be encouraged to abide by them. Obviously, the individual needs of each pupil must be considered when dealing with unacceptable or challenging behaviour and sanctions should appropriately reflect these needs.

The school rules make clear what is expected of pupils, staff and visitors to the school and respect is to be shown at all times, to pupils, adults, the school environment and the whole school community.

If any of the school rules are broken, an immediate reprimand, accounting for the individual needs of the pupil involved, will be the initial course of action. If the incident is of a serious nature e.g. if a pupil physically assaults a member of staff or another pupil, then the action taken will reflect the severity of the incident. If staff are concerned about an incident or behaviour of certain pupils, they are expected to log their concerns on SIMS. Logs will be monitored by a learning mentor and Vice Principal who will collate them to get an overall picture of a pupils behaviour and if needed, use them as evidence when reporting to the Principal, governors, parents and relevant outside agencies.

The following stages may be applied:- (see SIMS)

Stage 1a. A warning is given to the pupil by the staff member in charge of the activity and appropriate action (judged in relation to the pupil's needs) taken immediately.

If the behaviour continues:-

Stage 1b.

The pupil will be given a strike on the SIMS system or may be referred to the class tutor (or senior lunchtime organiser) who will identify the disobeyed rule/s and outline the sanctions imposed e.g. extra work; detention. Depending on the severity of the behaviour and how the pupil responds to the sanctions, the form tutor may get in touch with the parents / carers by telephone at this stage to get a wider picture of the pupil at this time.

If the behaviour continues:-

Stage 2. If the behaviour continues or is of a more serious nature e.g.. a second incident in that week ,the class teacher will put the incident onto SIMS. The form tutor will then send a letter home (Appendix A).

The pupil will also see their form tutor then the learning mentor each afternoon (up to 5 days) and details of the unreasonable behaviour and action taken could be sent to parents / carers (Appendix C).

The outcome of the daily conduct report is to be discussed with the pupil at the end of the

given period. All staff involved with the pupil should be notified of the sanctions and work to a consistent approach. If a pupil is on report they are also on morning breaktime detention for the duration of their report card. This report card may also be sent home for the parents / carers to sign so that they can monitor their son/daughter's behaviour or it may be sent on the home/school transport so we can monitor their behaviour via the escort.

If the behaviour continues:-

Stage 3. The pupil will lose all privileges. The pupil remains on report for a specific period and the parents / carers are informed by the Head of Department / Learning Mentor (Appendix D), who will monitor the situation.

If the behaviour continues:-

Stage 4. The pupil is referred to the Principal/Vice Principal who will outline the continuing problem and invite parents in to discuss the appropriate action to be taken e.g. referral to other agencies, review of the educational statement, exclusion.

Challenging Behaviour / Physical Force & Restraint

(see Physical Intervention Policy)

6TH FORM

Students entering the 6th Form Department will be expected to support the strategies and ethos outlined in the School Rules. Sanctions for inappropriate behaviour, whilst following the broad outline identified in the Behaviour and Discipline document, will be applied in a context which reflects the students' growing maturity and adult status.

Where appropriate, any sanction undertaken will be determined by a process of negotiation between student and tutor and documented in an agreed format or 'contract' which will be subject to regular review and appraisal.

Governing Sub Committees

The governing body have two pupil sub committees for:

- a) discipline and exclusions
- b) appeals.

General

For this behaviour and discipline policy and guidelines to be effective, it is necessary to have the co-operation and support of all members of the school community.

Parents and pupils where appropriate will be asked to indicate their support for the policy through the home /school agreement.



**MELLAND HIGH SCHOOL
NATIONAL SPECIALIST SEN COLLEGE
GORTON EDUCATION VILLAGE**
50 Wembley Road, Gorton, Manchester M18 7DT
Tel: 0161 223 9915 Fax: 0161 230 6919

Date: _____

Dear _____,

I am writing to inform you of an incident/s that occurred today.

I have discussed these issues with your son / daughter and hope to see a positive change in his / her behaviour.

However, should there continue to be a problem, I will indicate to him / her of my intention to provide you with further details and will place him / her on loss of privileges on a Friday afternoon.

Class Tutor



Positive Intervention Strategy

Name:	Date:
Tutor Group:	Teaching Set:
<u>Triggers:</u>	
<u>Where:</u>	
<u>Description of Behaviour:</u>	
<u>Supportive Intervention Strategies:</u>	
<u>Debrief:</u>	

Appendix D



**Melland
High School**

Bright Futures EDUCATIONAL TRUST



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NATIONAL SPECIALIST SEN COLLEGE
GORTON EDUCATION VILLAGE**
50 Wembley Road, Gorton, Manchester M18 7DT
Tel: 0161 223 9915 Fax: 0161 230 6919

Date: _____

Dear _____,

I regret to inform you that _____ having been on report for a number of days now has not demonstrated a significant improvement in their behaviour.

They will continue to be on report for _____ and will temporarily lose some of their privileges.

We hope that this will have a positive effect on their behaviour. However, if there is no improvement after the stated period of time, I will contact you to discuss the matter further.

Yours sincerely,

Vice Principal.



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Date: _____

Dear _____,

Having been given support and an opportunity to abide by the school rules and comply to reasonable behaviour within school.

I have informed _____

of my intention to report the following unacceptable behaviour to you.

He / she will lose their privileges on Friday afternoon and over the next five school days, his / her behaviour will be monitored closely. We hope, with your support, we can work towards a positive outcome and any problems can be remedied. However, should his / her behaviour remain a concern, I will contact you to discuss further sanctions and invite you into school to discuss the issues.

Yours sincerely

Head of Department.



Behaviour and Discipline Policy and Guidelines (at a glance)

