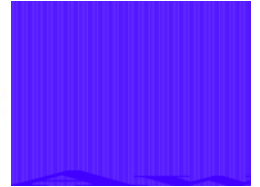




Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY



BENTON PARK SCHOOL TECHNOLOGY COLLEGE

PASTORAL and DISCIPLINE POLICY

2010



The academic, social and emotional welfare of each pupil is vital in the overall development of a happy and productive school community and the success of the individual. Consequently Benton Park operates a positive discipline policy and will endeavour to reward rather than punish. Rewards will be in the form of Credits, Merits, Awards, Activities and ultimately School Colours. All forms of positive comments, publications of success and commendations by staff are encouraged. However for those pupils who do not conform to accepted and reasonable school discipline or fail to produce schoolwork or homework, sanctions will be imposed in line with the tariff published in the school planner

Lines of Discipline and Support

Pupil behaviour is a very high profile issue and it is the responsibility of all staff to help in the maintenance of good discipline throughout the school. The Pastoral Team are there to support all colleagues and ensure that in extreme cases the school, parents and external agencies work together in an attempt to modify a child's behaviour.

Roles and Responsibilities

The Form Tutor

The Form Tutor is the most important link in the learning chain because it is this person who should know the child better than any other member of staff. They will oversee their pupils' academic, social and emotional welfare on a daily basis.

The Form Tutor will reward, encourage and motivate each individual as appropriate and, by monitoring the School Planner, the Form Tutor will build up a picture of each child.

The Form Tutor should be kept informed by subject staff if any member of their class is causing problems in terms of work or behaviour.

The Form Tutor should alert the Behaviour Support and Inclusion Officer as the signs of deteriorating behaviour become evident. This is likely to be after they have received a series of complaints from subject staff or have noted several comments about poor behaviour in the Planner.

The Form Tutor will counsel pupils causing concern and has a variety of disciplinary sanctions available to them e.g.

- Comments to parents in the Planner.
- Informal dinnertime or break-time detentions.
- Formal school detention
- Contact with Home.
- Extra work.
- Innovative and workable sanctions.

The Form Tutor and BSIO will be successful in modifying behaviour in a number of cases but, in a minority of very difficult cases, the Head of Year will become involved.

The Form Tutor will monitor the School Planner using registration periods and the fortnightly extended form period. Merits will be awarded, and detentions for red marks, poor punctuality etc set and recorded.

Subject Tutors

Disciplinary problems in the classroom should be dealt with initially by the subject teacher taking appropriate action and using the protocols set down in the Planner.

Pupils should not be left unsupervised on a corridor unless it is for a brief 'cooling off' period.

Where there is a serious case of disruption, or where a child has refused relocation or been abusive to the member of staff, then the **ON CALL** system should be used to request help.

Pupils who refuse relocation will be excluded for the rest of the day and spend one day in the isolation area.

Pupils should not be sent directly to the Pastoral or Isolation Areas without warning **ON CALL** must be used.

Subject Tutors should set and record a detention for each relocation. Curriculum Leader should intervene in cases of repeated relocation. Pupils who do not respond to Curriculum leader intervention should be reported to the BSIO.

Subject tutors should use the school credit and merit system to reward good practice/work. Encouragement by comments in exercise books, verbal praise and presenting good work on wall displays all enhance the relationship between teacher and pupil.

Curriculum Leaders

Curriculum Leaders will provide and monitor the re-location arrangements within their department and support their departmental colleagues with persistently difficult pupils. Clearly, when incidents with one or more particular pupils become noticeably more frequent, the Curriculum Leader should inform the BSIO.

Curriculum Leaders are encouraged to see and praise pupils who have performed well in their subject.

Duty Staff

For minor incidents of misbehaviour then duty staff should deal with the situation.

For more serious incidents such as:

- Fighting
- Smoking
- Bullying
- Going out of school
- Inciting unrest
- Vandalism
- Racism (must be referred to the BSIO.)

Duty staff is encouraged to reward pupils who behave in an exemplary manner or fulfil a significant community service.

The Student Support Centre Manager and the Learning Mentor

The Student Support Centre Manager and the Learning Mentor will support pupils in respect of work strategies, attendance, punctuality, health issues and social welfare as necessary.

The Behaviour Support and Inclusion Officer

The BSIO for each year group works at the direction of the Head of Year to provide appropriate pastoral support to pupils.

The Head of Year

The Head of Year is responsible for maintaining a positive and productive community in their specific year group.

The Head of Year will:

- have specific responsibility for the academic, social and emotional welfare of individuals in their year group
- Line manages the BSIO.
- Direct the work of the Form tutors.
- **Reward and commend students whenever appropriate.**
- Make staff aware of specific issues affecting a pupil's behaviour within school e.g. difficult home circumstances or health issues.
- Maintain positive contact with parents and carers of pupils
- Attend link meetings..
- Be involved in the Education Plan for Children in Public Care and track their progress.

- Liaise with appropriate external agencies in respect of pastoral issues.(e.g. PRS - dual registration)
- Arrange Pastoral Support Plans, CAFs as appropriate.
- Liaise with the Senior Assistant Headteacher (Inclusion) over School Action, School Action Plus and Statement reviews and issues.
- Attend Governor's Discipline Hearings.

The Head of Year will keep the Assistant Headteacher (Community) informed of all serious breaches of school discipline and brief the Senior Assistant Head Teacher (Inclusion) on the behavioural progress of all pupils who are on the Special Needs register for behavioural issues.

The Assistant Headteacher (Community)

The Assistant Headteacher (Community) will line manage the Heads of Year and liaise with the Deputy Head (Community) to maintain a positive and productive school community.

Commending pupils for good work and behaviour is an integral part of this role. The Assistant Headteacher will reward and commend students whenever appropriate and be actively involved in the presentation of awards at extended form period.

The Senior Assistant Headteacher (Inclusion)

The Senior Assistant Headteacher (Inclusion) must be kept informed of pupils who are in need of specialist academic, social or emotional support or are causing serious discipline problems, as it may be necessary to move the Special Needs action forward and involve the Educational Psychologist. For statemented pupils or funded pupils, it may be appropriate to call a Statement Review to look at long-term school provision.

Commending pupils for good work and behaviour is an integral part of this role. The Senior Assistant Head will reward and commend students whenever appropriate and be actively involved in the presentation of awards at extended form period.

The Deputy Head (Community)

The Deputy Head (Community) will oversee the Whole School Discipline/Pastoral Policy and keep the Headteacher, Leadership Team, Governors and staff informed of relevant and appropriate issues and concerns.

Commending pupils for good work and behaviour is an integral part of this role. The Deputy Head will reward and commend students whenever appropriate and be actively involved in the presentation of awards at extended form period.

The Headteacher

The Headteacher will make all decisions in respect of exclusions from school. In his absence this will be devolved to the Deputy Head (Community).

The Headteacher will present Governor's Awards.

The Governors

The Governors will be kept fully informed of all aspects of pupil and student serious behavioural issues through the Pupil Welfare and Curriculum Committee or Discipline Sub-Committee.

Also refer to the following policies:

1. PSICHE Policy
2. Confidentiality Policy
3. Sex and Relationship Education Policy
4. Attendance policy
5. Anti- bullying policy

Supplementary Disciplinary Guidance to Teaching Staff

Every teacher experiences difficult classes at sometime in their career. The following notes are not prescriptive but if implemented do reduce behavioural issues.

- Make yourself aware of the special needs and health issues within the group.
- If you do not understand a particular specific condition (e.g. Attention Deficit and Hyperactivity Disorder ADHD) check with the pastoral staff or the Senior Assistant Headteacher (Inclusion). Understanding a condition may help you see a different way to teach a particular child.
- Ensure that you determine where children sit in your classroom.
- Learn the names of the children.
- Establish a positive but not over friendly relationship with the group or specific individuals.
- Set very clear expectations when you start to teach the group.
- Use the school reward system. Pupil work on the classroom walls, positive comments on work in books and to parents in the planner. Congratulate the child in front of colleagues, inform pastoral staff, award credits and merits as appropriate.
- Keep the most challenging children away from each other. If possible sit the troublesome elements on their own.
- Plan your lesson to ensure that you have everything to hand and you have no cause to leave the room.
- Make sure your lesson is differentiated to account for those children who play up because the work is too hard.
- Make effective use of the Learning Assistant.
- Don't humiliate an individual in front of their peers.
- Make it clear from the very start that you will not be allowing children to go to the toilet during lesson time (unless of course there is an emergency). Children must be encouraged to use the washrooms at natural breaks in the timetable.
- Don't send children to work in other areas unless arrangements are made with colleagues. E.g. the library and computer rooms.
- If you impose a sanction make sure it is carried through.

- BSIO's, HOY and The Leadership Team are available for severe cases of defiance or abuse, but the effectiveness is devalued if it is over used for minor misdemeanours. Use your department relocation plan.
- Avoid telling a child that they are relocated for several lessons or weeks.
- Avoid getting angry and making threats that you cannot carry out.
- Unless a child is going to hurt you, themselves or another pupil, never touch the child. Restraint is allowed in law (see staff handbook) but the parents have to be told that the child has been restrained.

The above points are not the answer to disruption but may help in making teaching a difficult group a more positive learning experience.

The School Community

The following are the expectations of every student as published in the School Planner

- **YOU** attend school regularly.
- **YOU** wear the correct school uniform.
- **YOU** get to school and lessons on time.
- **YOU** bring a school bag and all basic equipment everyday.
- **YOU** always have **YOUR** Planner open at the correct page and on the desk in front of **YOU** in lessons.
- **YOU** treat all other pupils and staff with respect.
- **YOU** use school as a learning experience.
- **YOU** should keep the school and **YOUR** learning environment free of litter.
- **YOU** make the most of all the opportunities the school has to offer.
- **YOU** use appropriate language when speaking to teachers and support staff.
- **YOU** keep **YOUR** hands and feet to **YOURSELF!**
- **YOU** attend all detentions that you are set.
- **YOU** think about other peoples' feelings.

The School Routine

- Pupils should line up against the wall outside their teaching room.
- Pupils should not enter a room without their teacher's permission.
- Pupils should walk on the right of corridors and staircases.
- Pupils should not wear coats in school.
- Pupils should wear the correct school uniform everyday. School uniform is not negotiable.
- Pupils should only be allowed out of lessons to go to the toilet in an emergency/illness. They must carry a pass or a signed planner. Toilets must be used at the natural breaks in the timetable.
- Pupils should remain within the school grounds for the full school day unless they go home for lunch.
- Pupils should not eat in classrooms, corridors, staircases.
- Pupils should only use vending machines/water fountains before school, at break, at lunchtime or when leaving for home.
- Pupils should place their own litter in a bin and help staff keep the school tidy.
- Pupils should be marked late if they arrive at their form room after the form tutor has completed the register. Ideally the register should be complete by 8.40 a.m. and 1.50 p.m. (There will be some exceptions such as when the school specials are late or if the pupil has experienced problems beyond their control on their way to school)
- Pupils should treat all staff and fellow pupils with respect and courtesy.