

Furze Platt Senior School



Behaviour Policy



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This policy should be read in conjunction with the Governors' Policy on Exclusions and the DCSF guidance on behaviour policies.

Philosophy

It has long been established that rewards are more effective than punishment in motivating students. By praising and rewarding positive behaviour, others will be encouraged to act similarly.

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. It is this philosophy that underpins the behaviour policy at Furze Platt Senior School, whilst recognising that for some students, formal sanctions will be at times necessary.

Policy

Schools have a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct. This extends to all staff, although the Headteacher may limit certain powers to certain members of staff. Additionally, schools have a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff, although this must be proportionate and reasonable.

Thus, the behaviour policy at Furze Platt Senior School has two key strands:-

- Promoting and rewarding good behaviour
- Apply sanctions for poor behaviour

Promoting and rewarding good behaviour

Promoting and rewarding good behaviour is done in a number of ways which may include:-

- Student/Teacher learning contract
- The 'stamp' system which rewards compliance to our four 'Ready to Learn' rules
- Praise within lessons
- Through the House system
- Letters of commendation, good news notes, postcards home
- Public praise including 'Legend of the Week', school newsletter, school website etc
- Celebration assemblies
- Positive comments on work
- Celebration Evening and Open Day.

However, there are inevitably times when a student's behaviour is not acceptable within the school's code of conduct, and punishment is necessary. At all times, punishment must be appropriate and reasonable. It is good practice that wherever possible, the student should have the opportunity to reflect on their behaviour, and if appropriate, make amends for their behaviour.

The school employs a range of sanctions to ensure that when applied, they are reasonable and appropriate. These may include the following:-

- One-to-one admonishment
- Removal from the group or lesson, either to a departmental hosting room, or by SLT
- Withdrawal of break and/or lunchtimes
- Confiscation

- Removal from school trips or other extra-curricular activity
- Carrying out a useful task within the school community
- Detention

In the case of more serious behaviour management issues it may be necessary to resort to the following higher level sanctions:-

- Reflection Room
- Federation Exclusion
- Fixed Term Exclusion
- Permanent Exclusion (a separate policy on exclusion is in place so exclusions will not be discussed further in this policy)

All sanctions (and indeed rewards) should take into account the student's SEN, Ethnicity, Age, Gender and Socio-economic group (see Equalities Policy). Wherever possible this should be monitored to ensure consistency.

Procedures

Assertive Discipline

The school operates a policy of 'Assertive Discipline'. This means in practice that all students have the opportunity to amend their behaviour before a sanction is issued. A student should be given a warning in the first instance, followed by a reprimand and asked to speak briefly to the teacher at the end of the lesson, followed by the issuing of a personal detention with the class teacher. On occasions, behaviour may escalate or be more serious, in which case a student can be removed either to a 6th form lesson, hosted by the HOD, or removed by SLT.

Sanctions

Teachers may choose to issue detentions for a range of reasons. Teachers have the right to detain students at break or at lunchtime, or for up to 10 minutes at the end of the day, without notifying parents/carers. If a detention is for more than 10 minutes, or at a time when the school is normally closed, parents/carers must have 24 hours notice. Detentions should be noted in the back of the student planner. The timing and length of detention should be appropriate to the misdemeanour. Should a student fail to comply with a detention, further, more serious sanctions may be issued.

On some occasions it may be appropriate to exclude the student from school. If the normal sanction would be a one day fixed term exclusion, then the school may choose to use its 'reflection room' as an alternative. The student is removed from their normal breaks and lessons, and works in isolation for the day, enabling them to continue with their school work, but still serving a punishment. Only SLT can place students in the reflection room.

DCSF guidance also makes it clear that teachers have the right to confiscate, retain and dispose of inappropriate items. However, it is usual to ask parents to collect the items, rather than retain or dispose of them. Obviously, in the case of illegal items, disposal or referral to the police is appropriate.

More serious sanctions should be issued in consultation with, or by, SLT only.

Effective approaches to discipline are characterised by a healthy balance between the rights and responsibilities of staff and pupils, based on mutual respect. However, it should always be clear that the Headteacher, teachers and other school staff are in charge. We have a duty of care to ensure the learning environment is a safe and secure place to be at all times.