



PENT VALLEY

BEHAVIOUR AND DISCIPLINE POLICY

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Pent Valley
Surrenden Road, Folkestone,
Kent, CT19 4ED

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SECTION 1

INTRODUCTION

Pent Valley promotes preparation for responsible adulthood and has:

- a clear philosophy and explicit principles based on commonly-held values of personal development and progress, care for the individual, self-esteem and respect for others;
- a well-organised, secure environment, conducive to learning and the healthy moral and social development that only a long-established school can give;
- a curriculum where high personal achievement is a priority;
- a smart, traditional uniform for all pupils.

This policy is intended to enable pupils, staff and parents to have a clear understanding of all issues relating to behaviour and discipline. It is hoped that this will enable the school to promote among pupils self-discipline and proper regard for the school's authority while at the same time encouraging good behaviour and respect for others.

SECTION 2

REWARDS

Pent Valley has high expectations of its pupils, all of whom should try hard to value their own achievements, both in and out of the classroom. To encourage them, a reward system operates throughout the school.

Pupils are rewarded by staff in a number of ways. These include department postcards, stickers and stampers. Pupils can also be sent to the subject leader if they have completed a particularly good piece of work. Positive communication with parents is regularly undertaken.

The conduct card is used to recognise positive behaviours and are rewarded on a termly basis.

The school is pleased to nominate pupils for external awards relating to work both in school or out in the community

SECTION 3

PUPILS' BEHAVIOUR

At the school, pupils are expected to be pleasant and responsible members of the school community who come to school in a positive, motivated frame of mind, ready and equipped to learn.

SECTION 4

CODE OF ACCEPTABLE BEHAVIOUR

Pent Valley Home-School Agreement summarises the school's expectations of the pupils.

The intention is to reach a common definition of what the school expects of pupils at the school. At the same time, it recognises that teachers are important role models for pupils to follow in terms of good manners, courtesy and social behaviour.

The school day-to-day guidelines for pupils are reinforced through the three school codes.

Copies of these can be found in the appendix.

SECTION 5

ACCESS TO THE SCHOOL

Pupils have free access to most areas of the school. However, there are certain restricted areas and pupils who go 'out of bounds' may be punished.

Pupils should not be in classrooms without a member of staff present, but in wet weather we allow this to occur with prefects present.

SECTION 6

VALUABLES

It is useful within this policy to remind parents about valuables and damage.

The school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the personal property of pupils. Pens, watches and calculators etc. should have their owner's name and postal code scratched, engraved or marked in some permanent way on them for identification.

It is unsafe for pupils to bring large amounts of money to school. If, in exceptional circumstances, this is necessary, it should be carried in a purse, wallet or envelope, clearly marked with the owner's name and handed to the relevant Pastoral Manager for safe-keeping immediately as/when the pupil arrives in school.

Radios, i-Pods, computer games, personal stereos or other expensive items may be brought to school, but they remain the sole responsibility of the pupil. Pupils are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items they have dealt with in this way.

Mobile phones may be brought to school for use on the way to and from school and at break times but must not be used in lessons or in lesson changeover times. Staff will not accept responsibility for looking after mobile phones under any circumstances. They are brought to school entirely at the pupils' own risk and the school will not be liable for any loss, theft or damage however caused.

Mobile phones may be confiscated at the teacher's discretion. These will need to be signed for by a parent/carer or a family relative at the Headteacher's discretion. The item will be stored in the school safe until collection.

SECTION 7

POLICY ON BREAKAGES AND DAMAGES

The school's policy on 'Breakages and Damages' is given below as a reminder:

Parents will be liable to pay for breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings and the fabric of the school) where this is a result of a pupil's action, whether this is deliberate or reckless.

The charge will be for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair or restore as necessary. A receipt will be issued for all payments made.

SECTION 8

HOME/ SCHOOL CONTRACT

Parent/Carer

I/We shall:

- see that my child goes to school regularly, on time, properly equipped and in full school uniform
- make the school aware of any concerns or problems that might affect my child's work or behaviour
- support the school's policies and guidelines
- attend parents' interviews and discussions about my child's progress

Signature:

Date:

Pent Valley

The school will:

- provide regular information on the website and newsletters
- provide a balanced curriculum and meet the individual needs of your child
- achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- contact parents if there is a problem
- send home regular assessments: set, mark and monitor pupil progress and provide facilities for children to do work in school
- arrange parents' interviews during which progress will be discussed

Together we will support your child in the understanding and following the school codes.

Signature:

Date:

A copy of the Home School Agreement will be given to every pupil/parent/carer/guardian on joining the school, signed by all parties, and retained in the pupil's file.

SECTION 9

SANCTIONS

It is hoped that staff and parents of school pupils will work together for the total academic and social education of the child. This involves adherence to the rules of the school and society. Pupils who fail to conform will, unfortunately, need to be punished.

The school's range of sanctions are listed below. However, it should be borne in mind that the school's positive expectations of pupils place a strong emphasis on encouragement and expecting positive and co-operative behaviour, and co-operation of parents will be sought to modify poor behaviour. The aim is for school pupils to live and work in a happy, friendly and courteous atmosphere. The discipline of the school is intended to support its pupils so that they are able to learn without distraction or interference. The school recognises discipline as important and necessary. Criticism and punishment will be directed towards the act of misbehaviour or failure to meet requirements rather than implied condemnation of a pupil. The pupil will be encouraged to work on targets for improvement. The pupil will be treated in a positive way, with encouragement and warmth once the punishment is completed.

SANCTIONS

1. Reprimand

Teachers may give a quiet, succinct reminder of agreed standards or a clear explanation, leaving the pupil with an understanding of the standards expected.

2. Additional Work may be set at the end of a lesson.

3. Personal Detention

Even a short detention during break can establish a teacher's authority and make the point clear to a pupil and is a direct and immediate technique.

A 15-30 minute detention can be held by teachers during the lunch break. For these detentions, slips are used informing the pupils where and when to report. A detention gives a pupil a timely reminder about inadequate behaviour or work. Detentions can also take place after school with 24 hours' notice to the pupil's parents. If the pupil goes home for lunch, arrangements may need to be made for a packed lunch to be brought the following day so that the detention can be completed.

Although some pupils will wrongly "forget" to clear a detention, this should be a rarity. Even so, this is not acceptable. The punishment may be increased or the teacher may reprimand and give the pupil the opportunity to report on another occasion to confirm authority. This could lead to the pupil being placed in the Pupil Support Provision until it is cleared.

Personal detentions can be used as an opportunity to converse with the pupil and re-establish a working relationship. This may happen during the last few minutes of the detention, for example.

Additionally, a period of twilight education may be provided where other sanctions have not proved effective.

4. Referral to Head of Learning

Problems in the classroom or over homework/coursework which are not resolved may be referred to the Learning Leader. Reprimand and re-instruction, support for learning or 'subject report' to check on a pupil's learning over an extended period are techniques available, as well as the department detentions. A Learning Leader or Subject Leader may also contact parents by letter or telephone to alert them to problems.

5. Pastoral and Curriculum Detentions

Section 5 of the Education Act 1997 gives schools clear legal authority to detain pupils after school on disciplinary grounds, after the end of a school session, without the consent of the parent, so long as 24 hours' written notice has been given to the parent. The issuing of a detention slip to the pupil which they have to hand to their parent, or a letter addressed to the parent and delivered by the pupil, constitutes the school's written notice to the parent of the detention. Although there is this legal authority the school will always wish to continue to work supportively and collaboratively with parents concerning issues of discipline.

6. Withdrawal within Pupil Support Provision

Referrals are made through the Learning Leaders or Pastoral Managers if a pupil's behaviour is unacceptable over a continued period, threatening the learning of others. The pupil will be withdrawn from the subject lesson and complete work in the Pupil Support Provision.

7. Pastoral Intervention

More general problems with a pupil will mean that the Pastoral Manager becomes directly involved to work with the pupil to improve the situation. In extreme cases this may be a Deputy Headteacher or the Headteacher.

The Pupil Support Manager or Learning Leader will often use the 'On Report' system as a means of both encouraging a pupil and checking that improvements are taking place. The 'On Report' can involve additional detentions where improvements are not immediately achieved. Parents may be asked to sign the 'On Report' form to show they have knowledge of the problem.

8. The Use of Reasonable Force

A member of the school's staff may use reasonable force in order to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property (including their own).
- Engaging in behaviour prejudicial to maintaining good order and discipline at the School.

Although the use of reasonable force is sanctioned by section 550A of the 1996 Education Act which came into effect on 1 September 1998, the staff of Pent Valley will normally use

other methods to resolve situations. A copy of the school's policy on "the use of reasonable force to control or restrain pupils" is available on request from the Head of school.

SECTION 10

EXCLUSIONS

Pupils whose behaviour is a major, on-going problem or who are responsible for a single, outrageous act, may be excluded from school. Only the Head of School or Acting Headteacher can exclude a pupil.

An exclusion may be for a fixed period but in some cases this may lead to a permanent exclusion from school. A fixed period exclusion may be for up to 45 school days in a school year.

When the Headteacher excludes a pupil for a fixed period, they will inform the parent of the length of the exclusion and the reason for it. They will also advise the parent that they may make representation to the Governors' Discipline Committee. When a pupil is excluded for a fixed period arrangements will be made for the pupil to receive work to do at home. On return the pupil will normally be "on-report" and monitored carefully.

When a pupil is excluded for between 5-15 days in any term, the Headteacher will inform the Governors' Discipline Committee and a meeting of the Committee will be arranged to consider the exclusion, if the parent requests such a meeting. For an exclusion of more than 15 days in any term, or a permanent exclusion, a meeting will be held as a matter of course. If the result of an exclusion would be that the pupil may miss a public examination (although at Pent Valley we would endeavour to avoid this), a meeting of the Committee will be arranged.

For a permanent exclusion the contact procedure between school and home is similar to a fixed period exclusion but the Governors' Discipline Committee will meet to consider whether the exclusion should be upheld or whether the pupil should be reinstated. The parent will be invited to this meeting. If the exclusion is upheld the Committee will inform the parents of their right of appeal against the decision to an Independent Statutory Appeal Committee.

The full policy on exclusion is available on request to the Headteacher.

APPENDIX 1



Classroom Code

1. Be on time and ready to learn.
2. Follow your teacher's instructions.
3. Be positive and purposeful about your learning.
4. Always try your best.
5. Remember that everyone has the right to learn in this classroom.

APPENDIX 2



Site Code

1. Be careful and remain calm as you move around the school.
2. Show consideration to others by speaking politely and acting thoughtfully.
3. Care about your school by being clean and tidy.
4. Look after the buildings and respect the property of other people.
5. Remember that everyone has the right to feel safe and that anti-social behaviour will not be tolerated.

APPENDIX 3



The PV Message

1. I care about my school and realise that I have a part to play in making it a successful and happy place to be.
2. I will have high expectations of myself and try my best to improve, both in and out of the classroom, so that I can reach my potential.
3. I understand that I need to treat everybody in school with care and consideration and realise that nothing I do or say should make other people unhappy.
4. I will celebrate mine and other people's achievements but if I make a mistake, I will be honest, accept advice and do anything in my power to put things right.
5. I must remember that my actions outside of school, good or bad, will reflect on the whole of the school community.

Remember

My school concentrates on success and achievement.