

## **Robertsbridge Community College**

### **Policy on Behavioural Management and Discipline**

#### **Policy**

All members of the school community have the right to work within a safe, well ordered and supportive environment where effective learning can take place. Everyone is expected to behave in a responsible manner, showing consideration, courtesy and respect for other people at all times. Any action that does not allow teachers to teach, students to learn or is clearly disrespectful of people or property must be challenged.

Behavioural management is based on the principle of positive reinforcement of good work and behaviour, the mutual respect of staff and students and the use of consistently applied sanctions. This will not only encourage students to respect one another regardless of race or gender, to respect property and to respect adults, but it also enables students to be valued and rewarded for their achievements.

The behaviour management policy depends on a consistent approach by all colleagues and a commitment by them that they have a full part to play in ensuring that students do meet our common expectations of the highest standards, both academic and social.

#### **AIMS**

The implementation of this policy will:

- encourage students to take responsibility for their own actions
- allow all students to develop academically and socially
- develop a sense of justice, fairness and tolerance towards others
- create a positive learning environment
- Engender cohesive and consistent behaviour management by all staff

# Robertsbridge Community College

## Principles of Behavioural Management at Robertsbridge Community College

The school should be working towards achieving the following principles:

1. Praise, Rewards and Responsibilities
  - The reward system is understood, used and valued by everyone
2. Sanctions
  - Sanctions applied are appropriate to the misdemeanor and dealt with at the right level
  - Sanctions are applied for the deed not the person

Examples of Rewards and Sanctions and situations in which they might be applied are given in the Behaviour Management Policy Rewards and Sanctions Procedures [Appendix 1]

3. Students
  - Students feel that rewards and sanctions are applied consistently and fairly
4. Staff
  - Staff feel confident asking for advice and support
  - Staff feel confident to apply rewards and sanctions firmly and fairly

### Monitoring and Evaluation

The implementation of this policy will be monitored and aspects evaluated biannually by the Behaviour Management Working Party. All staff and the Student Council will be consulted in this evaluation.

### Procedure

The prime responsibility for, and management of, the behaviour of students within the classroom lies with the subject teacher and tutor who should use both rewards and sanctions with equity. In the case of a misdemeanour an appropriate sanction should be given.

If the student concerned fails to satisfactorily complete the sanction the teacher concerned must take appropriate action in line with this policy.

Blanket punishments should not be used under any circumstances.

### Detentions

Please refer to Appendix 2 of this policy

Amended by K Roberts – August 20 08  
Next Review [1 yearly] – July 2009

### Rewards Procedure

#### Ongoing Rewards

##### Key Stage 3

- Credits to be given for:
  - Effort
  - Originality of thought/work
  - High Achievement
  
- Credit Certificates:
  - Bronze            15 credits
  - Silver            50 credits
  - Gold             100 credits
  - Platinum        150 credits

##### Key Stage 4

- Credits to be given for:
  - Coursework completed on time
  - Coursework graded at target level or above
  - Representing the school in a sport or equivalent
  - Consistently working hard in lessons (half termly award)
  
- For every 10 credits earned pupils will receive a certificate and can choose from one of the following:
  - £5 CD/DVD/Book voucher
  - £5 Sports Voucher
  - £1 off canteen bill every day for one week
  - £5 given to the charity of student choice

##### Special Achievement Awards

- Every subject will nominate one boy/girl in each year group to be 'pupil of the half-term. These pupils receive a certificate and a SAA
- Exceptional performance

#### End of Year Rewards

Pupils should meet all of the following criteria to be fully eligible for the end of year trip:

- 1 96% attendance
- 2 Meet 5 academic targets
- 3 KS3 – 5 Special Achievement Awards or 100 credits
- 4 KS4 – 3 Special Achievement Awards or 20 credits
- 5 No more than 4 after school detention in one term
- 6 No isolations/exclusions

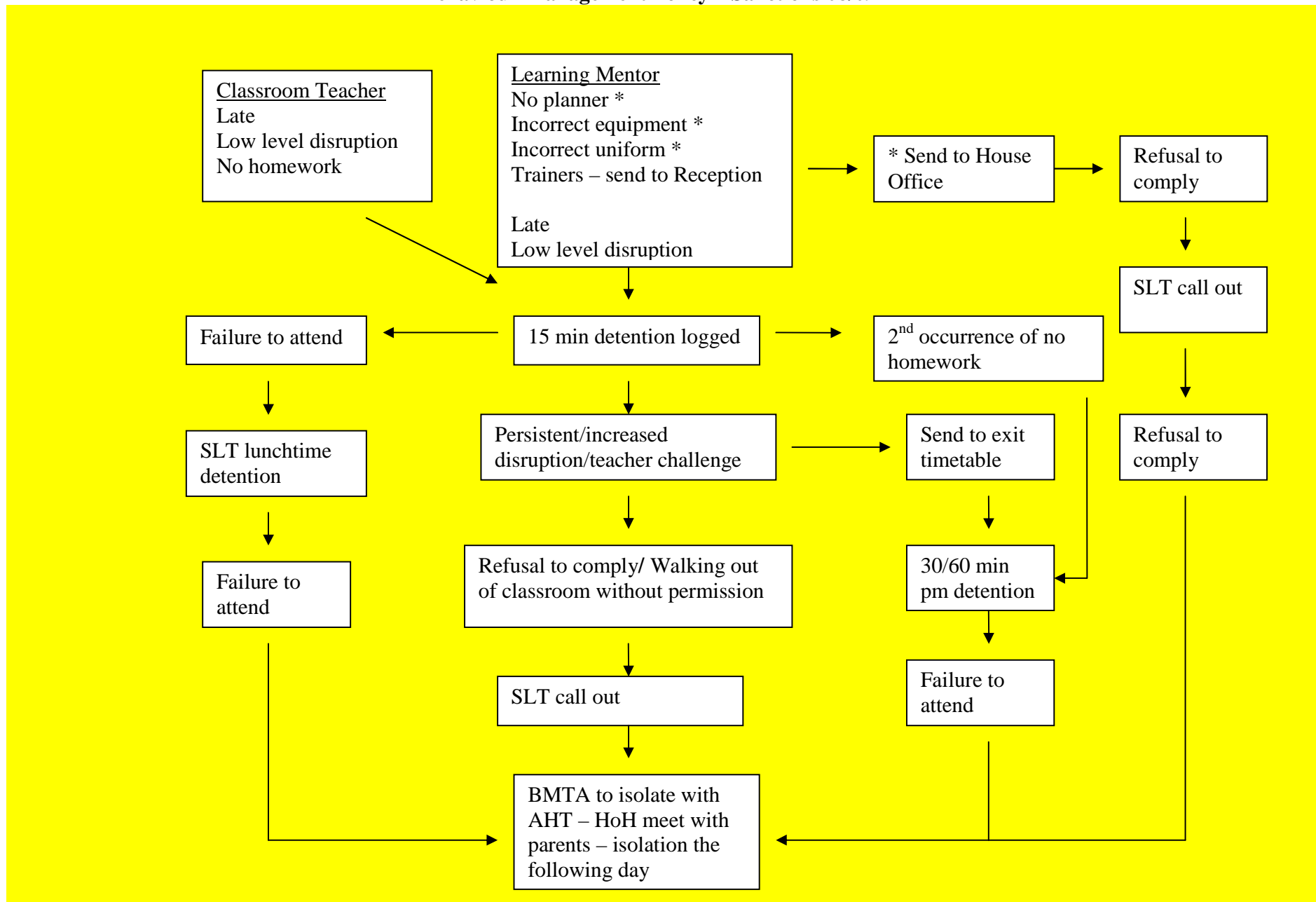
Students who achieve targets 1,2, 5 and 6 or 1,3/4 , 5 and 6 will have their trip subsidised

##### Trips

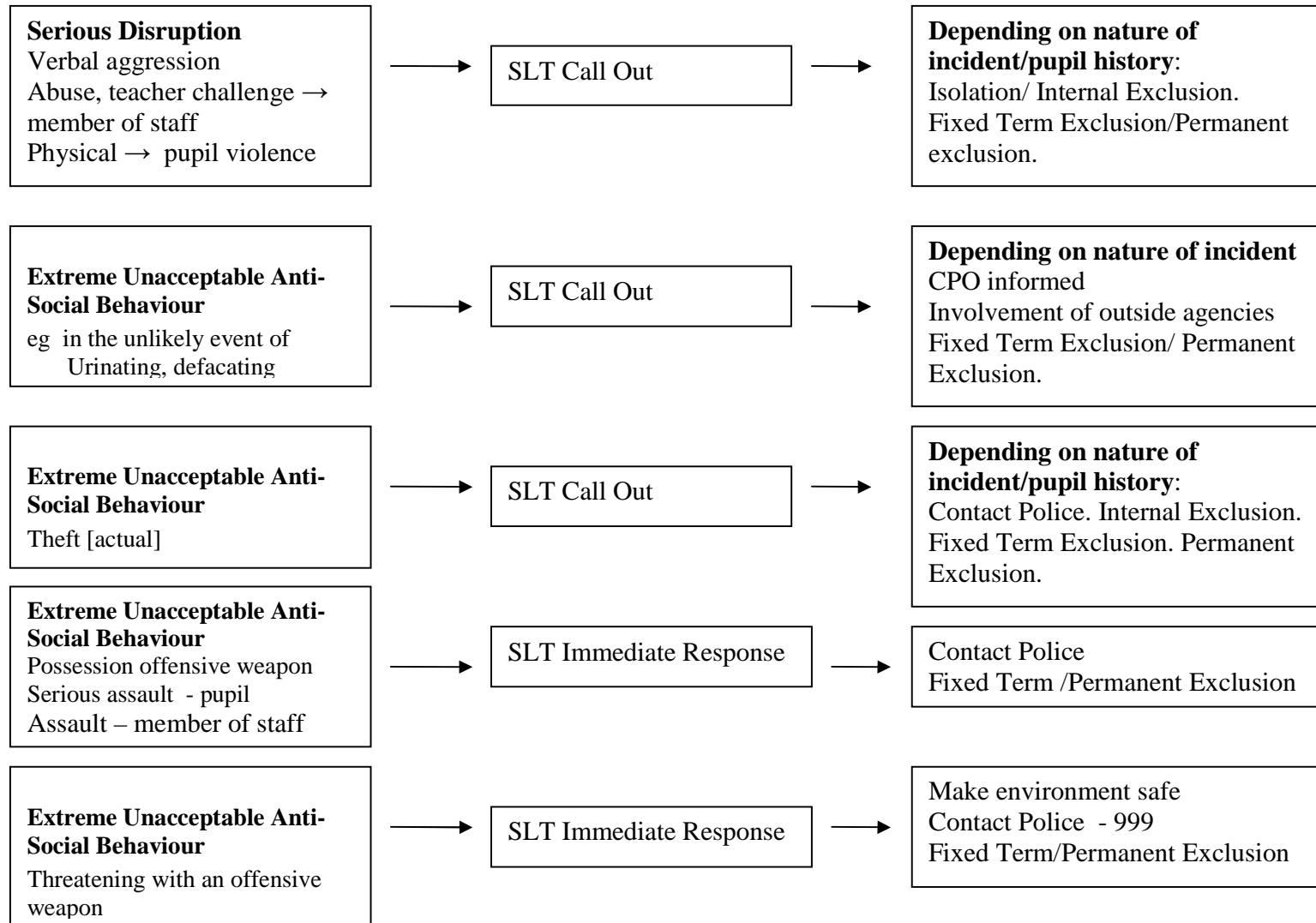
- Year 7 – Ten pin bowling
- Year 8 - Ice skating
- Year 9 - Tree jumpers
- Year 10 - Thorpe Park
- Year 11's who achieve 96% attendance (counted until their final exam) will have their prom ticket paid for



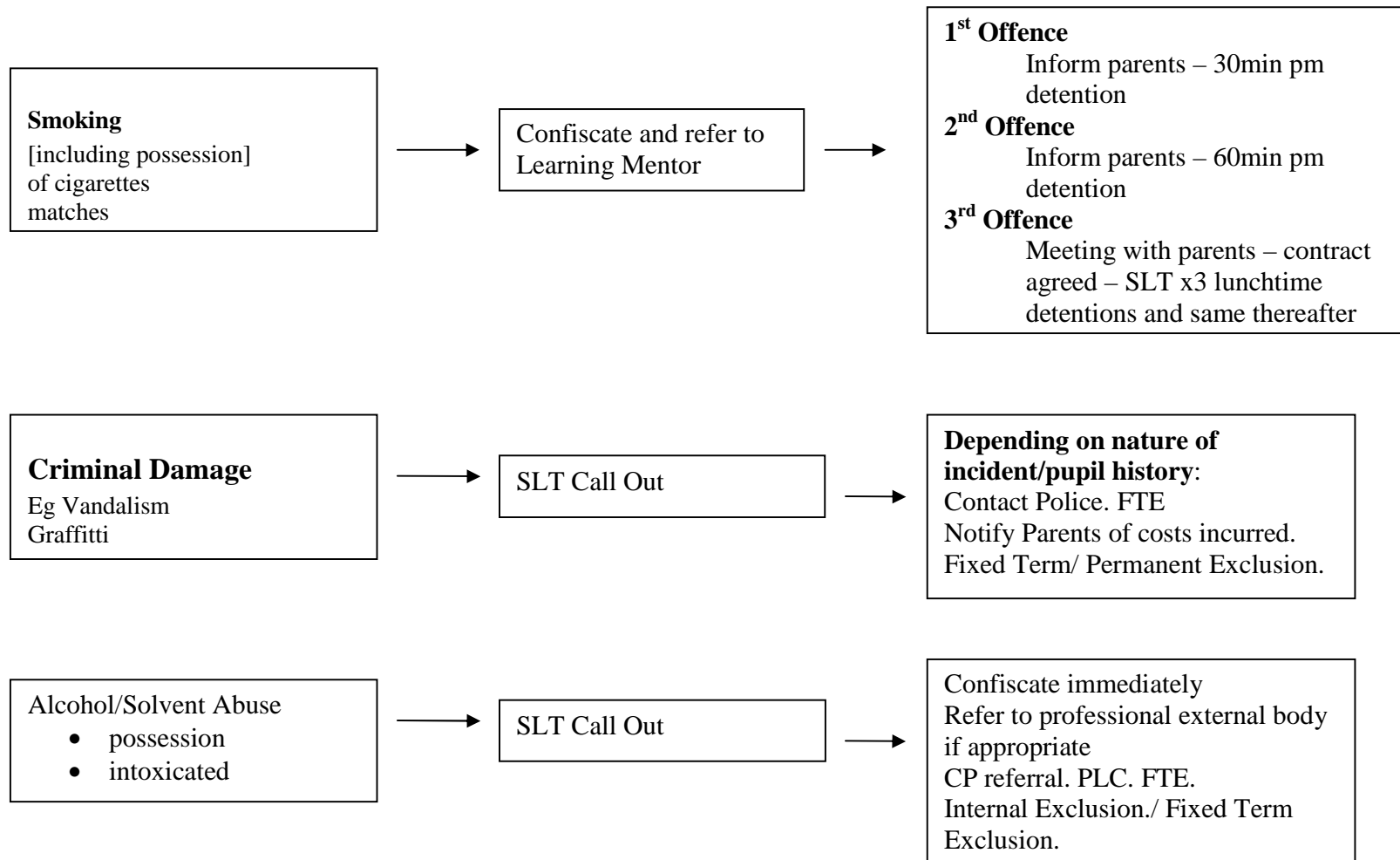
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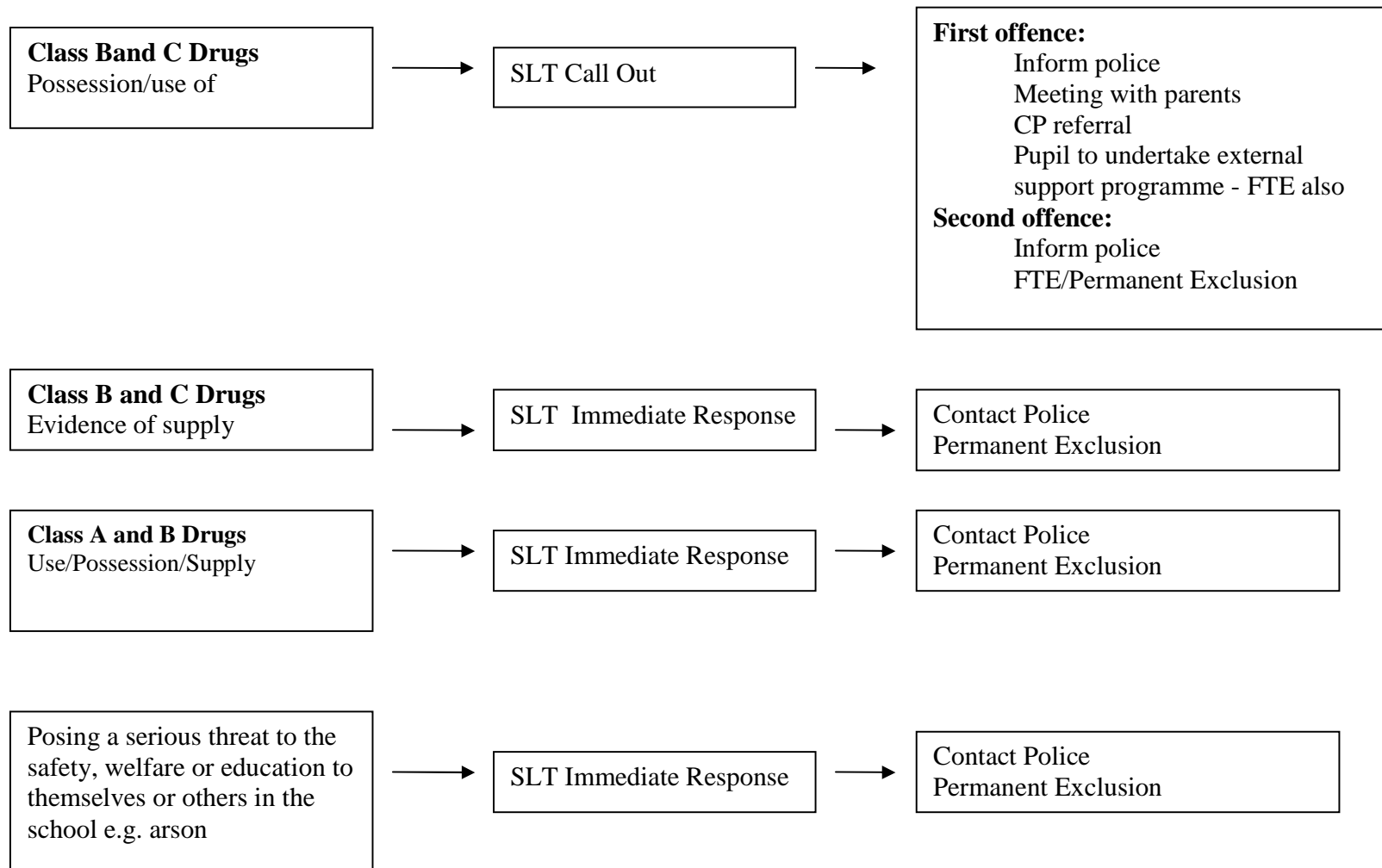
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**Detention Process and Administration:**

**15min detentions:**

- **organized within Pastoral/Department teams**
- **all 15min detentions MUST be logged in pupil planner on the intended day**
- **the member of staff setting the detention logs the detention on to the subject/House spreadsheet**
- **At the end of the subject/House detention the member of staff in charge of the detention emails the spreadsheet to the BMTA**
- **The BMTA copies all data onto a central spreadsheet**
- **BMTA to issue daily list of those pupils who will then be in SLT 25 min lunchtime detention**
- **SL/HoH to check fortnightly**

**SLT 25min lunchtime detentions:**

- **Room B3 will always be the 30min SLT detention room**
- **Teachers to check the daily list – at the end of period 4 they bring the pupil to the detention room and sign in with member of SLT. They should also inform the member of SLT if the pupil is absent, ill, or if they refuse to go with them to the detention**

**30/60 min after school detentions**

- **30/60 min detentions only to be given following an official exit from the lesson**
- **Teacher to complete IRF - pass to SL who will then authorize proposed detention**
- **SL logs the detention on the subject spreadsheet and emails through to the BMTA. BMTA generates the detention letter – copies to Learning Mentor**
- **BMTA will draw up a list of pupils due in the after school detention on each day - no more than 20 pupils to be in the detention**
- **C6 will always be the room for after school detentions**
- **Teachers to check the daily list – at the end of period 6 they bring the pupil to the detention room and sign in with member of staff on detention duty. They should also inform the member of staff if the pupil is absent, ill, or if they refuse to go with them to the detention**
- **Detention staff then inform BMTA of any pupils who a] need their detention resetting for genuine reasons or b] need to be sent home with an isolation to follow**
- **A detention rota using all teaching staff to be drawn up – two members of staff will always be on the rota and expected to attend the detention for the whole period - the detention register will be given to the first named member of staff to complete.**
- **Poor behaviour in the detention will result in an isolation the following day – duty staff to inform the BMTA to action.**

### Tracking Pupil Behaviour

Learning Mentors to be issued with a weekly behaviour log

	Pastoral	Academic
<b>Green</b>	Learning Mentor contacts parents of students who have had 5 detentions over 1 term Learning Mentor completes contact form and sends to HoH	Classroom teacher contacts parents of students who have had 3 detentions over 1 term. Classroom teacher completes contact form and sends to Subject Leader
<b>Amber</b>	Failure to respond results in parental meeting with the Head of House	Failure to respond results in parental meeting with the Subject Leader
<b>Red</b>	Failure to respond results in parental meeting with the Assistant Headteacher	Failure to respond results in parental meeting with the Assistant Headteacher

Any student on RED monitoring will be referred to the inclusions team for intervention