



## Policy and Procedures

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Review Date	October 2017
LEA Suggested Review Cycle	Annually

**MORTIMER COMMUNITY COLLEGE**  
**Reading Road, South Shields, NE33 4UG**

**BEHAVIOUR AND DISCIPLINE**

The aim of Mortimer Community College's behaviour management policy is intended to create an ethos and environment that will develop children into individuals that are:

- Courteous
- Confident
- Tolerant
- Respectful of their own, and other people's needs and rights
- Emotionally literate
- Happy

**We also aim to:**

- Enable our students to make the 'right choices' in terms of their actions and reactions
- Develop a caring and positive attitude towards others, the environment and property
- Foster an awareness of good citizenship
- Develop links between home and school, which will provide students with a framework of acceptable standards of social skills and behaviour
- Ensure learning and teaching is inclusive and enjoyable

**Principles:**

- Everyone is expected to consistently support the school ethos, routines and policies for the mutual benefit and safety of all concerned. Behaviour management is the collective responsibility of all staff, governors, parents and students
- Good relationships and communication fostered between home and school, staff and students are of the greatest importance

- Everyone must be treated as being of equal value in what they bring to school and contribute, regardless of gender, religion, cultural or ethnic background and positive stereotypes where appropriate should be actively promoted
- Management of undesirable behaviour, by all members of staff, must be fair and consistent
- We expect students to accept responsibility for their own actions.
- The school will work co-operatively to provide a relevant supportive curriculum for all students where individual and group needs are met
- As a school we believe that teaching and learning should be interesting and varied and offer students a degree of choice. Account is taken of students' preferred learning styles. Students should feel involved in the learning and teaching process
- The school employs structures and systems that recognise and praise excellent behaviour including the Vivo system, yearly award ceremonies and the Year 11 Prom to celebrate the successful completion of time spent at Mortimer
- Everyone is expected to be aware of the effects of bullying and racism on the school community. Cases must be reported, investigated and promptly dealt with. Such incidents will be recorded and then dealt with by the leadership team/pastoral team
- Absenteeism is a key area which the school will tackle in promoting positive attitudes and outcomes and will involve both rewards and sanctions.
- Managing student behaviour is not simply about responding to inappropriate behaviour, but about creating conditions which will encourage positive behaviour. Rules, rewards and sanctions should be stated positively; clear and specific; few and comprehensive; understood by all students; frequently reinforced in a positive way; devised in consultation with students and parents. (Appendices – Mortimer Positive Discipline & Attitudes to Learning)

### **The Role of the Staff:**

- All teachers, support staff and dinnertime supervisors share a collective responsibility for promoting good behaviour and managing behaviour problems positively
- The key relationship is between the student and the class teacher. All staff should work positively to support this relationship
- All staff should work positively to develop a wide range of supportive relationships with children and each other
- All staff should seek help, advice and co-operation of other colleagues in a positive, professional manner. Teachers are advised to seek help and support from the senior leadership or pastoral team when they have concerns about the behaviour of a students

- All staff need to be aware of individuals' rights and responsibilities when dealing with behaviour. All serious incidents must be referred to a member of the leadership team

### **The Role of the Headteacher:**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all students in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual student for serious acts of misbehaviour.

For repeated or very serious acts of anti-social behaviour, the Headteacher has these options available:

- To direct a student to attend an approved alternative provider for a period of up to half a term
- To permanently exclude a student

*The head teacher must, without delay, notify the governing board and the local authority of:*

- *A permanent exclusion (including where a fixed period exclusion is made permanent);*
- *Exclusions which would result in the student being excluded for more than five school days (or more than ten lunchtimes) in a term; and*
- *Exclusions which would result in the student missing a public examination or national curriculum test*

*For all other exclusions the head teacher must notify the local authority and governing board once a term.*

### **The Role of Parents:**

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanction to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the pastoral team. If their concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, they should *follow the Complaints Policy*

### **The Role of Governors:**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Reward:**

Each teacher uses the Vivo system for rewards. Given regular verbal feedback to reinforce positive behaviour

- Pointed towards good role models
- Congratulated for good work and for modelling good behaviour
- Given awards to recognise achievement
- Awarded Advanced/Expert Learner Status
- Praised in messages sent home to parents

### **Mortimer Positive Discipline** **(see appendix – 'Mortimer Positive Discipline'):**

The school operates a system of choices and consequences (C1-C4) and expectations about conduct are displayed in all classrooms and around the school. If a teacher deems that an aspect of classroom behaviour is inappropriate then a student is given a warning and told that this is a C1. If there is a repeat of this behaviour (or some other negative behaviour) then a C2 is issued and the student is warned that there will be a consequence if there is any further issue.

The issue of a C3 will be automatically followed by a 20 minute detention with the class to be arranged as soon as possible. Continued poor behaviour will result in a C4 which will mean that the student will be removed from the class and be taken to another classroom ('friendly neighbour'). This will be followed up with a 40 minute detention to be arranged with the Head of Department. More serious instances of poor behaviour or repeated issuing of C3s or C4s by classroom teachers will result in students being placed in the Isolation or Exclusion Room.

### **Drug & Alcohol and Tobacco or 'e –cigarette' related incidents:**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought (See: 'Supporting Students with Medical Conditions' and 'Administration of Medication in School'). A form will be completed at the school office. Any medication needed by a child while in school, will be kept in a locked cabinet and must be taken under the supervision of a member of staff in the first instance a first aider.

It is forbidden for anyone adult or child, to bring onto the school premises illegal drugs. The school will take very seriously misuse of any substances such as glue, other solvents, alcohol and tobacco. The parents or guardians of any child involved will always be notified without delay. Any child who deliberately brings substances into school for the purpose of misuse or distribution will be dealt with accordingly and this could result in a permanent exclusion in the most serious of cases. Where appropriate the police and/or social services will be contacted.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and further referrals made may be made.

### **The power to use reasonable force:**

Advice and guidance on "The Use of Reasonable Force" DfE Circular July 2013.

Guidance issued by the government in their document 'Behaviour and discipline in schools, A guide for head teachers and school staff' (Feb 2014), relating to the use of reasonable force is set out below in italics. Mortimer Community College has adopted the above Policy based on the advice reflected within the document. This guidance came into force in July 2013.

*Power to use reasonable force. The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.*

*Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm or racial hatred. Force cannot be used to search for **any** other items banned under the school rules.*

*Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.*

Wherever possible the use of force should be avoided and the student given an opportunity to withdraw, for example, it is unwise to block a student's 'exit route' unless it is considered to be absolutely necessary to the health and safety of the student concerned or other members of the school community.

### **Further Advice to Staff:**

- ALWAYS try to summon the help of the nearest member of staff
- ALWAYS, before intervening physically, wherever practicable, tell the student who is misbehaving to stop and what will happen if he/she does not
- ALWAYS continue communicating with the student throughout the incident, making it clear that physical force will stop as soon as it becomes unnecessary
- NEVER give the impression that you have lost your temper, or that you are acting out of anger or frustration, or to punish the student
- ALWAYS report the incident immediately to the Designated Person for Safeguarding or their nominated deputy

As members of staff within Mortimer Community College, we all have the support and reassurance from the leadership of the school should we ever find ourselves in the position of having to use reasonable force to control a student.

Any dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures, or by the Police and Social Services Department under safeguarding procedures. It is very rare in this school that reasonable force is used however, if any member of staff is ever in a situation where this has become necessary to retain order then they must report this immediately to the Senior Leadership Team. This will enable a swift and full investigation in order to complete the evidence trail and where appropriate, report the incident to the Local Authority Designated Officer (LADO). Swift and timely reporting with factual information to the right people will help to protect staff from any false accusations or complaints.

The SLT have received additional training in the use of restraint procedures. (Team Teach)

### **Monitoring and Review:**

The Headteacher, Chair and Vice Chair of governors monitor the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of concerning incidents of misbehaviour (Behaviourwatch) both in and out of class, which is monitored. The School keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to the matter of racial equality; it will seek to ensure that the school abides by the non-statutory guidance. The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background. This policy should be read in conjunction with other related policies in the school including:

- Anti-Bullying Policy
- Confiscation Policy
- Health and Safety Policy
- Uniform Policy