



Tamworth
Enterprise
College

Tamworth Enterprise College Behaviour and Discipline Policy

Adopted and ratified by the Governing Body of on:	27 th November 2015
Policy to be reviewed on:	October 2018
Responsibility	RW/ST

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1. POLICY STATEMENT

Teachers and students at Tamworth Enterprise College (TEC) will work together to establish and maintain a learning and social environment that instils positive behaviour. TEC promotes inclusion without compromising high standards. Honesty, respect, loyalty and generosity are the values that underpin the behaviour that we promote as we look to develop each student as a whole. Enabling students to develop positive relationships and qualities of self-belief, independence, organization and creativity will help them to participate fully in the home, TEC and local community thereby preparing them for the responsibilities of adult life.

2. AIMS

The TEC aims to:

3. Provide clear guidance to staff, students and parents about standards of behaviour and their application
4. Encourage staff to recognise and praise good behaviour as well as deal with inappropriate behaviour and notify parents of successes and issues
5. Develop rewards and sanctions to reinforce positive behaviour and challenge inappropriate behaviour
6. Ensure that rewards and sanctions are fairly applied and that they are appropriate to the situation
7. Promote tolerance and consideration for others and develop appropriate strategies to eradicate bullying
8. Encourage students to develop and demonstrate positive abilities and attitudes
9. Teach students to have self-control, to take responsibility, be accountable for their own actions and to make the distinction between minor and more serious misbehaviour
10. Teach students to respect their environment and community

3. ROLES AND RESPONSIBILITIES

It is the responsibility of the **Governing Body** to establish a policy and procedure for Behaviour and Discipline and to monitor the impact of the procedure.

It is the responsibility of the **Principal** to:

- Encourage and foster acceptable standards of behaviour, good personal relationships and respect for the individual;
- Address promptly any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary.

It is the responsibility of **all staff** to familiarise themselves, and comply, with this policy and procedure in accordance with professional standards. In particular staff should:

- Be punctual to all lessons
- Ensure that students enter and leave the classroom in an orderly manner;
- Display good classroom management and instil effective Behaviour for Learning and high expectations through established routines
- Establish a welcoming, stimulating learning environment
- Provide appropriate supervision and care during lessons and around school
- Mark and return work promptly and regularly
- Be courteous and polite to students avoiding the use of sarcasm or personal remarks;
- Praise, encourage and reward students wherever possible and consequently encourage appropriate behaviour rather than rely on sanctions
- If necessary, after taking their own action, seek further help and guidance from other members of staff

TEC expects all staff to recognise that modelling positive behaviour and respect for others would demonstrate and encourage high standards from the students.

It is the responsibility of all **students** to develop positive relationships at TEC and demonstrate acceptable standards of behaviour, good personal relationships and a respect for the individual.

It is the responsibility of **parents/carers** to support TEC in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships and a respect for the individual.

4. PROCEDURES

The TEC will encourage positive behaviour by:

- Providing a challenging and stimulating learning environment
- Involve the student council in the review of this and other relevant policies;
- Informing parents/carers at the earliest opportunity of successes and behavioural issues and involving them fully in measures to recognise these and where necessary remedy them;
- Liaising with outside agencies to develop strategies to encourage positive behaviour in students;
- Providing individual guidance and counselling to students to develop and to modify their behaviour
- Motivating students through the content and methods of delivery of the whole school curriculum and expecting high standards from them
- Offering appropriate training to meet the needs of teaching and non-teaching staff dealing with behavioural issues

Whenever a member of staff is confronted with examples of inappropriate/unacceptable behaviour or poor standard of work, the strategies and procedure in Appendices A-C should be followed.

5. MONITORING AND REVIEW

The Pastoral Lead (R Walker) will report on the policy to the Principal as appropriate.

The Principal will report to the Governors on the working of the policy.

The Governing Body will review the policy every two years or if appropriate annually.

Monitoring of behaviour occurs through:

- Back up and SMT walkabouts on a daily basis
- Notifications to Heads of Year and Heads of Departments
- Weekly and half termly detailed back up analyses
- Analysis of individual termly reports and annual reports
- Departmental, House and SMT discussions about individual students, any groups or regular occurrences in subject areas, times of day
- Seeking feedback from students from Student councils

POSITIVE RELATIONSHIPS ARE ESSENTIAL if students are to feel supported and make progress in their learning.

Form Tutors have the responsibility of making sure that the students are equipped and organized. Teaching staff and Heads of Department are responsible for the day to day management of student behaviour. Support will come from Heads of Year and SMT. We work together with clear channels of communication and share our concerns with the most appropriate colleague.

Parental engagement is one that TEC values in involving parents/carers to support with the instilling high standards of behaviour in the students.

APPENDIX A

DISCIPLINE WITH DIGNITY

At TEC we follow the Discipline with Dignity (DWD) programme.

The programme is underpinned by developing student self-esteem by:

- Staff developing warm relations with their students.
- Students being the responsibility of staff and whilst certain student behaviour will need addressing, teachers will always exhibit care to their students.
- Staff needing to set clearly defined limits for behaviour against a backdrop of mutual respect.
- Students views on DWD to be sought and acted

upon.

- **DWD itself has seven principles that must be**

adhered to:

1. Long-term behaviour changes versus quick fix. Dealing with discipline takes time; the best way to deal with unwanted behaviour is to minimize the chances of it happening.
2. Stop doing ineffective things. Some students do not respond to common sense strategies, therefore do not carry on repeating them if they do not work.
3. Don't treat everybody the same - 'Fairness above Equality'. Being fair means giving each person what he or she needs, not treating them the same. We do not treat everyone the same with regard to their learning and we will not with their behaviour.
4. Rules must make sense. The reasoning behind rules should be explained as rules not understood by students are less likely to be followed by them, 'what's the point?'
5. Model what you expect. If we expect students be polite, we must be polite to them, if we expect homework to be in on time, we must mark it promptly!
6. Encourage students to take responsibility for their actions. We do not want mere obedience from our students; rather we want them to develop the skills necessary to make the right choices with their behaviour.
7. Confront misbehaviour with dignity. This sums up the philosophy of the policy, when a person's dignity is attacked we dent their self-esteem and whilst they may comply we lose them to anger and resentment. Staff must always deal with poor behaviour but never take a student's behaviour personally.

APPENDIX B

Posters of Expectations and Consequences displayed in every classroom

CLASSROOM EXPECTATIONS

- **Arrive on time, correctly equipped for the lesson and wearing the appropriate uniform**
- **Listen in silence when a member of staff is addressing the class**
- **Have respect for the views/ideas/effort of other students**
- **Follow the instructions given by any member of staff**
- **Remain focused, and give best effort on all tasks**

CONSEQUENCES

STAGE 1

- A formal warning will be given by the teacher, making it clear which expectation has not been met
- This will be recorded in the student's behaviour log

STAGE 2

- A formal warning will be given by the teacher, making it clear which expectation has not been met
- This will be recorded in the student's behaviour log
- The student will serve either a break or a lunchtime detention

STAGE 3

- A formal warning will be given by the teacher, making it clear which expectation has not been met
 - This will be recorded in the student's behaviour log
 - The student will serve an after-school detention
- In all cases the student's name will be written on the board as a reminder that they have received a warning.

APPENDIX B

Strategies and Responses in addition to the stages in the classroom

To be resolved by	Behaviour	Strategies	Response Stages
Head of Department	Persistent and repeated/serious behaviours from above <i>or</i> Behaviour from HOY/SMT list below.		Send nonverbal communication to HOY if incident reaches HOF level specifying whether for action or F.I.O.
	<ul style="list-style-type: none"> ➤ Persistent and repeated low level behaviours from above ➤ Verbal abuse ➤ Bullying ➤ Physical altercation ➤ Deliberate damaging of equipment 	<ul style="list-style-type: none"> ➤ As above ➤ Set targets with students ➤ Formal discussion with relevant parties ➤ Bullying referred to HOY for logging on system 	<ul style="list-style-type: none"> ➤ HOD detention ➤ Departmental Target sheet/report ➤ Meeting with form tutor ➤ Phone home/Letter home ➤ Meeting with HOY ➤ Meeting with parent ➤ Changing teaching group

Heads of House	<ul style="list-style-type: none"> ➤ Physical altercation ➤ Bullying ➤ Verbal abuse of staff other than direct swearing. Persistent disruption of learning 	<ul style="list-style-type: none"> ➤ Immediate removal from situation ➤ Have formal discussion with student. ➤ Bullying logged on system 	<ul style="list-style-type: none"> ➤ Parental meeting ➤ Tutor/ House Report House Detention ➤ Formal meeting with inside/outside agencies Referral to Pupil Support Referral to SMT
SMT	<ul style="list-style-type: none"> ➤ Mobile phone misuse ➤ Racial incident ➤ Intimidation of staff ➤ Direct swearing of staff ➤ Serious one off behaviours ➤ Issues of a serious nature outside of the classroom but on TEC premises 	<ul style="list-style-type: none"> ➤ Confiscation of phone ➤ Immediate removal from the situation ➤ Formal discussions ➤ Racial Issue reported to Principal and logged ➤ Parents informed and meeting arranged 	<ul style="list-style-type: none"> ➤ Detention ➤ Parents contacted and or meeting arranged ➤ Internal Isolation ➤ SMT report ➤ SMT discipline panel with ST/HOH ➤ Formal exclusion with reintegration meeting ➤ Managed Move

	<ul style="list-style-type: none"> ➤ Carrying a knife of any form or a weapon 	<ul style="list-style-type: none"> ➤ Confiscation of the weapon. Parents informed. Police informed. 	<ul style="list-style-type: none"> ➤ Formal exclusion. Likely to be permanent.
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APPENDIX C Strategies beyond the Classroom.

The environment is staffed extensively at lesson change, break and dinner times, before school and after hours. This has the effect of stopping issues before they arise to the benefit of both students, staff and the environment.

Support bases for KS3 and KS4 offer individual support, modified timetables, respite and a range of other strategies some involving outside agencies for students with behaviour issues.

Regular inclusion panel meetings ensure relevant information is effectively passed between all relevant parties.

SMT conduct behaviour panel meetings with students who persistently do not meet expectations.

At SMT's discretion, for serious misbehaviour, a student maybe placed in isolation for a set period of time. Widespread appearance on back up may trigger this action.

In very serious instances, exclusion might occur. A reintegration plan is created at readmission which includes strategies to try and ensure the student meets with success on their return.

Formal Managed Moves can be used as a last resort so that a student is given a chance to be successful in another local school.

A range of other inclusion based strategies coordinated by JG/ LB to support e.g Literacy development, improving attendance

