



Sunderland High School

The best in everyone

Behaviour

This is a key policy of Sunderland High School. It applies to all members of the school community including those in our EYFS setting. The policy is available to all parents, prospective parents, school governors, members of the UCST Board and ISI Inspectors. This policy is available in printed form upon request or it can be accessed and downloaded via the school's website, www.sunderlandhigh.co.uk. By contacting either Mrs E. Martin (school registrar, 0191 5677674) or Miss C. McArdle (Junior School Secretary, 0191 5143278) additional copies of the policy can be made available. In addition, larger print copies can also be produced upon request.

Sunderland High School seeks to implement this document through adherence to the procedures set out in the rest of this document.

Sunderland High School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy document.

This document is reviewed annually by AJS / CWB / RK or as events or legislation change requires. The next scheduled review date is September 2011.

Policy Statement

Our aim is to encourage a sense of responsibility to self and to others in both work and conduct. We want all members of the school community to respect both themselves and one another. The system of discipline described in this policy document works successfully because of the full co-operation of parents, pupils and staff. Staff are consistent in their expectations to ensure that pupils are able to recognise the behaviour targets and respond to them.

The House System

We operate four houses - Tiger, Drake, Panther and Swift. These are the names of naval vessels using the River Wear during the First World War. The initials of the Houses are matched in the School motto 'Timor Domini Principium Sapientiae' (Fear of the Lord is the beginning of Wisdom). Each pupil and each member of Staff is appointed to a House, with the exception of the Head and the Head of Houses.

It will be clear from the rewards and sanctions systems described in this policy that House Points may be earned or lost by pupils, and that each pupil thereby contributes to the House Points total of his/her House. Cups are awarded termly:

- The Honours Cup is awarded to the House which has gained the most House Points.
- The Conduct Cup is awarded to the House which has lost the least House Points.
- The contribution of individual pupils to their House is recognised by the presentation of Gold, Silver and Bronze Awards according to the number of House Points gained in a term.
- The number of Commendations, Distinctions and Conduct/Work Marks is also recorded on Pupil Reports.

We are proud of our school and by following these rules we make it a place which is happy, safe and caring.

1. Always be polite, listen to and follow instructions
2. Arrive on time and hand in work on time
3. Be prepared for each lesson
4. Walk sensibly around school
5. Wear uniform and be smart
6. Leave jewellery at home (silver/gold earring studs may be worn)
7. Leave sweets, crisps and drinks at home
8. Treat people, property and the environment with respect – keep our school clean and tidy
9. Keep your hands and feet to yourself
10. Speak clearly and properly

Serious Discipline Offences

Suspension and Exclusion

The most serious offences are dealt with by the Head and may result in either suspension for a period of time or in exclusion.

Serious offences may include:

- Verbal abuse
- Physical abuse
- Complete and total disregard for school rules
- Repeated refusal to abide by the school's ethos

This list is not, however, finite and the school retains the right to respond to specific circumstances.

Pupils who use the Internet in ways that cause harm to others and bring the name of the school into disrepute, may be subject to disciplinary sanctions even if the behaviour takes place off school premises, and even if the pupils are over 18.

The sanctions of suspension/exclusion may be applied in circumstances which arise out of a single very unacceptable piece of behaviour or from a series of breaches of discipline forming a long term pattern of serious misconduct.

In cases of permanent exclusion, the parents of the pupil concerned will be kept fully informed. If the Head considers that permanent exclusion is the appropriate sanction for a pupil, s/he will inform the Chairman of the School Governing Body and a recommendation will be made to the Chief Executive of the United Church Schools Trust. An Appeals Procedure is in place.

Records of Sanctions

Records of sanctions for serious disciplinary offences will be kept by the Head so that any patterns can be identified. This record will include:

- pupil's name
- pupil's year group
- the date of the offence
- the nature of the offence
- the sanction imposed

Corporal punishment

The school's policy does not permit the use of corporal punishment during any activity whether on or off the school premises. Further, the school will not threaten to use corporal punishment or any other form of punishment that may have an adverse effect on a child's well being.

Physical intervention

Physical intervention is allowed in order to avert '*an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)*' - Subsection 548(5) of the Education Act 1996.

It is important that this policy is applied consistently across the school by all staff.

All members of staff (including unpaid and volunteer supervisors) will be given copies of this policy and procedures at the start of each academic year.

Junior School Procedures

EYFS

Our aim is to provide an environment where children have happy, stimulating lives thus preventing children feeling the need to behave inappropriately. To this end we will:

- Praise children for good behaviour on a regular basis.
- Model good behaviour by treating children and adults around us with respect.
- Provide interesting and stimulating activities within a child friendly environment thus preventing children from becoming bored and irritable.
- Observe children closely and use our weekly planning to provide for their individual needs.
- Work closely with parents to support children's exploration of appropriate and inappropriate behaviour.

If children behave in a consistently inappropriate manner e.g. hurting other children, verbally abusing children or staff, destroying play equipment, then we will:

- Use our observations to try to pinpoint trigger points and to improve our environment if appropriate.
- Help children who find it difficult to get on with others by showing them how to play and be friendly with other children.
- Give the child more one to one time in which they may be able to explain why they are behaving in this way

In Room 2 the Behaviour Management Procedure is as follows:

- Verbal Reprimand with a discussion with the child of good and appropriate behaviour
- If no improvement is made, the child will be asked to sit on the Time Out Mat. It will be clearly explained to the child in terms they can understand, why they are there. Time spent there will be directly related to the age of the child. For example a child aged three will sit for three minutes and so on.
- If no improvement is made, their name will be placed in the Amber Zone of the Traffic Lights and the Head of Early Years will be informed. All children begin in the Green Zone at the start of the day.
- If no improvement is made, their name will be placed in the Red Zone and parents will be informed.

In Room 1 the Behaviour Management Procedure is as follows:

- Verbal Reprimand with a discussion with the child of good and appropriate behaviour
- If no improvement is made, the child will be asked to sit on the Time Out Mat (in this area, a Blue Spot). It will be clearly explained to the child in terms they can understand, why they are there. Time spent there will be directly related to the age of the child. For example a child aged three will sit for three minutes and so on.
- If no improvement is made the Head of Early Years will be informed.
- If no improvement is made parents will be informed.

Staff at this nursery will not use corporal punishment or any other punishment which physically hurts the child or may humiliate them. Parents are asked not to smack their children or shout at them whilst on nursery property in order to ensure consistency for all children.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.

The named practitioner who is responsible for Behaviour Management Issues in EYFS is Mrs Rhiannon Keating.

Raising awareness of School Rules

The school rules will be made available to all children and parents.

- A3 copy to be displayed in all classrooms
- A4 copy to be displayed around school
- A5 copy to be stuck into Homework diary/reading record. This copy will have a space for children and parents to sign agreeing that they will abide by and support the rules. The Head of Junior School will send a covering letter out to explain this.
- A6 copy of rules to be distributed to all staff

At the beginning of every term (1/2 term) staff to go over and discuss rules in PSHE lessons. The children may be given the rules to learn and discuss as homework.

The Head of Junior School will often focus on a rule during assembly time. Staff should then focus on that rule throughout the week.

Promotion of Good Behaviour

Sunderland High School promotes good behaviour and not simply sanctions for misbehaviour. Junior School rewards include:

- Verbal praise
- Positive comments in homework diaries, work books, stickers etc
- Stars and house point system, smiley faces
- Heads Awards
- Raffle at the end of each term. All children whose name has not been written in the Sanction Book (half-term) will be entered into a raffle to win a prize
- House assembly/birthday assembly - good behaviour certificate, badges may be awarded. Stamp in reading record or homework diary may be to be given at end of half-term if name hasn't been in sanction book

Sanctions

1. **Class Book.** Any misdemeanor will be written up into a class book i.e. breaking of a school rule. Each class will have a Sanctions Book to be kept in a safe and secure place. Other staff (including dinner staff, after school supervisors, cleaners etc) may fill in a sanction slip detailing what has occurred. Slip to be fastened/stuck into class Sanction Book.
2. Any concerns or allegations expressed by parents regarding children's behaviour should also be recorded in the class book as a formal record so that this can be followed up.
3. Books are placed in pigeon holes of the KS co-ordinator at the end of each week. KS co-ordinator may call upon children the following Monday to discuss matters

- arising in the book. If a child is summoned to the KS co-ordinator, the class teacher must inform the child's parent in homework diary/reading record and if possible speak to parent too.
4. If KS co-ordinators deem it necessary (several appearances in Sanctions Book) a letter (written by KS co-ordinator) will be sent home to parents. The child may also be given a mentor (pupil or teacher) so they can talk through their issues!
 5. If rule breaking is continuous, the KS co-ordinator will place the child 'on report' e.g. report cards, smiley face chart. At this stage, all staff will be made aware of the child's recurrent rule breaking; there will be a list of children on report displayed in the staff room.
 6. If problems persist, KS co-ordinator and head/deputy will arrange a meeting with the child's parents to discuss what has been going on and a plan of action to be drawn up e.g. a good behaviour contract. A review date will also be arranged.
 7. If problems aren't resolved – the Head of Junior School will formally be involved and procedures put in place to consider exclusion/expulsion.

Caveat... Any serious breach of school rule e.g. assault, will immediately result in Head of Junior School being informed (or speak to Deputy Head Teacher with responsibility for pastoral issues for advice) this will still be written up in the Class Sanction Book.

Senior School School Procedures

Promotion of Good Behaviour

This is both expected and a given recognition. Senior School rewards include:

- **Commendation**

A Commendation is awarded for an instance of particularly good work or behaviour. A Commendation gains 3 House Points. A Commendation can be awarded to pupils in Years 7 – 11.

- **Presentation Sticker**

A Presentation Sticker is awarded for work where care and attention is evident. It is the equivalent of one Commendation, and gains 3 House Points.

- **Distinction**

A Distinction is awarded for an instance of exceptionally good work or behaviour, or service to the school. A Distinction gains 10 House Points. A Distinction can be awarded to pupils in Years 7 – 11. Pupils are encouraged to show outstanding work to the Head when they record their Distinction in the Distinction Book each Friday, which is kept in the Head's Study.

Both a Commendation and a Distinction may be awarded for effort regardless of academic ability.

- **Good Conduct Badges for pupils in Years 7 – 9**

Good Conduct badges are awarded for good behaviour in class and at break times, for positive contributions to school life and for effort and a good attitude to academic work. Good Conduct badges are awarded at the end of each term on the recommendation of Form Teachers. The names of pupils who have retained or gained their badges will be announced at the final assembly of each term. No pupil may receive a Good Conduct Badge if they have received a Conduct Mark during the course of the term.

- **St Cuthbert's Tie**

The St Cuthbert's Tie is awarded at the end of Year 9 to pupils who have maintained a high standard in their work, their contribution to school life and their conduct throughout the previous three years. St Cuthbert's Ties are awarded on the recommendation of the staff as a whole.

- **School Award**

A School Award takes the form of an engraved piece of glass. It recognises a positive contribution throughout Years 10 and 11.

- **Head's Award**

The Head's Award is in the form of an engraved glass goblet and is awarded for an outstanding contribution to the school during both Years 10 and 11. A pupil's performance is measured in terms of work achievements, effort, Commendations, Distinctions, and his or her overall contribution to school life.

Sanctions

1. **De-merit Marks**

De-merit marks are awarded at the discretion of the Form Teacher or Subject Teacher for minor offences or for unacceptable behaviour. They are usually given after a suitable warning, but may, in certain circumstances, where the rules are clearly known, be given with no warning. De-merit marks may be given to pupils in Years 7 – 11, although we would expect fewer to be awarded to older pupils. There are two types of De-merit Mark: **Conduct Marks and Work Marks.**

Examples of behaviour which might warrant **Conduct Marks** are:

- Repeated late arrival to school or to a lesson;
- Persistent talking in a lesson;
- Incorrect uniform.

Work Marks are given at the discretion of the Subject Teacher for:

- Work which is below the capabilities of the individual pupil;
- Work which is not completed;
- Failure to meet homework deadlines without acceptable reason;
- Coming to a lesson without the correct equipment or books.

Both Conduct Marks and Work Marks carry a penalty of minus one House Point.

2. **De-merit Letter**

If a pupil receives two De-merit marks during the space of one half term, a letter is to be sent home by the Year Co-ordinator. Parents are invited to discuss the problem with the Year Co-ordinator.

3. **Year Co-ordinator's Report**

If a pupil receives two further De-merit Marks during the same half term, the Year Co-ordinator will send a second letter home to parents and the pupil will be given a Year Co-ordinator's Report, which takes the form of a 1 hour detention. Parents will be invited to discuss the problem with the Year Co-ordinator.

4. **Deputy Head's Report**

A Deputy Head's Report is given for more serious misbehaviour and/or problems with academic work. It is given by either Deputy Head on the recommendation of a teacher. A Deputy Head's Report carries an hour and a half's detention or other suitable punishment decided upon by the Deputy Head; a letter to parents from the Deputy Head; and the loss of five House Points. A Deputy Head's Report will be given to a pupil who receives a further two De-merit Marks after receiving a Year Co-ordinator's Report.

5. **Head's Report**

If a pupil receives two Deputy Head's Reports within a term, a Head's Report will result. In addition, a Head's Report is given for serious matters of discipline which are reported to the Head. The nature of the punishment will depend on the problem but will usually include a two hour detention. Additional sanctions may also be applied. Parents will be invited in to discuss the matter with the Head.

6. **Report Card System**

A Report Card identifying specific and individual targets is given by the Year Co-ordinator, Deputy Heads or the Head on the recommendation of staff and at the request of parents, if this is felt appropriate. A Report Card is not a punishment in itself but rather an attempt to help pupils to modify their classroom behaviour, or their conduct during recreation, and to improve their attitude to work in school and to homework. It is particularly appropriate for pupils whose classroom behaviour is disruptive and for those who are not achieving their academic potential.

This document will be reviewed annually or where circumstances or legislation requires.

Updated: January 2011