

# EMMANUEL COLLEGE

## BEHAVIOUR AND DISCIPLINE POLICY 2020-21



### Introduction

Exercised properly, discipline is positive and encouraging; it is to impart a set of moral principles for life so that students at Emmanuel College respect other members of the College community, come under the authority of the staff and conduct themselves appropriately at all times in line with the *Student Code of Conduct*.

The College's *Behaviour and Discipline policy* adheres to DfE statutory guidance on school behaviour and discipline policies. The College is mindful of its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, to ensure that the *Behaviour and Discipline policy* is fair, consistent and proportionate for all students.

This policy should be read in conjunction with the study file, which details how uniform code breaches are dealt with, and with the *Appendices*, which detail behavior systems, procedures and student support.

### Principles of Discipline

Discipline should always be **clear, consistent** and **fair**:

In order that discipline is **CLEAR**, College expectations and consequences are explained to all students and all students are issued with a copy of the *Student Code of Conduct* in their study files.

In order to be **CONSISTENT**, staff are expected to keep their word. They are expected to be role models to students. Furthermore, whilst any interaction with students must therefore be skillfully tailored to the individual, sanctions should be applied consistently to all students.

In order to be **FAIR**, staff are required to ensure that any sanction is proportionate and in line with published policy and procedures. Staff do not humiliate students. Staff do not sanction a whole class because of the actions of a few individuals.

The principles and practicalities of discipline at Emmanuel College, as laid out in this policy, should reflect the **reality** of what happens in the College every day.

### Preventative Action by staff

A teacher has the responsibility to instruct students in how to conduct themselves appropriately, but also the responsibility to create a strong professional **RELATIONSHIP** characterised by love and compassion.

A teacher seeks to teach students respect as the principle underpinning every rule within College by way of **EXAMPLE**. Teachers role model the College's core values to students.

Teachers have the responsibility to pursue **EXCELLENCE** in their teaching and assessment, in line with *Excellence in the Curriculum* and the 'Ten Emmanuel Essentials'.

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### **Corrective Action**

Despite preventative action by staff, students do not always take moral responsibility for their conduct and in doing so breach the *Student Code of Conduct*.

It is necessary to exercise correction via sanctions in order to:

- Support a change in conduct or attitude.
- Demonstrate that students are morally responsible for their actions and that there are consequences for poor choices and actions.

#### **Step 1: verbal warnings and de-escalation**

Teachers should make efforts to de-escalate any potential confrontation, with measures such as:

- A clear verbal warning as to how the student's conduct needs to change and the consequences should it not change.
- Ensuring the environment is conducive to learning.
- Praising positive conduct and work.

#### **Step 2: BLUE marks**

Low-level disruption and disobedience in the classroom that breach the *Student Code of Conduct* are addressed by recording BLUE Marks:

**B Behaviour**  
**L Lateness**  
**U Uniform**  
**E Equipment**

If a student accumulates three BLUE marks in a particular area (such as being late three times), they receive a code. At the end of each term the record of BLUE Marks is wiped clean. The exception to this rule is a uniform mark, which is recorded in the student's study file, with detail as to the particular uniform violation. More detail is in the study file.

#### **Step 3: Code**

Code is a sanction for not demonstrating the student code of conduct. The student is expected to write out the code of conduct and explain how their conduct does not meet the expectations set out in the code. They must hand this in to their tutor the next morning, which will then be returned to the teacher that day by the administration team via pigeon hole. If a student does not return the code then this will be marked on school base. The teacher should contact parents to inform them that the code has not been completed and requested again. Further failure to complete the code should be referred to the HOS.

Certain aspects of student conduct need to be escalated beyond a code. For staff, this would mean using First Call if in a lesson, or contacting the respective Head of School as soon as possible. For more detail on what kind of student incident would need to be escalated beyond a code see [Appendix 4: Referral room procedures and expectations](#) and [Appendix 3: First Call procedure](#). For more detail on First Call, see below.

#### **Step 4: First Call**

The Colleges uses a system called 'First Call' to provide additional support to a teacher in encouraging a student to reflect upon and change their conduct.

First Call is a means by which staff can request additional assistance in dealing with students who have either:

- Breached the *Student Code of Conduct* and are not responding to the appropriate escalating classroom sanctions.
- Are very unsettled for various reasons and are at risk of creating or escalating conflict or confrontation.
- Seriously breached the *Student Code of Conduct* in such a manner that they need to be immediately removed from a classroom and referred to a Head of School or the Vice Principal.

Before requesting First Call assistance the teacher should have employed BLUE marks and used a number of professional techniques to support the student to change their conduct. The primary aim of requesting First Call is to reintegrate the student into the lesson. However, there may be times at which this is not appropriate, and the student removed from the lesson.

**Students are not sent out of lessons as a consequence of poor conduct under any circumstances.** It is always appropriate to call First Call as an alternative.

For more detail on the first call procedure and sanctions following a First Call, see [Appendix 3: First Call procedure](#).

#### **Step 5: Time spent in in the referral room**

The 'referral room' is used for students who are asked to work in on their own for a limited period (usually a half to a full College day) because their extremely concerning attitude towards **staff, students or equipment** means their presence in lessons is not conducive to their or other students' learning. **Only a Head of School, Vice Principal or the Principal can place a student in the referral room as a sanction.**

In considering whether a student should work in referral, several factors are taken into consideration, including the particular context and seriousness of the incident and whether it is the student's first serious breach of the *Student Code of Conduct* or whether this poor conduct is a recurring issue.

The referral room provides a quiet workspace where students can engage positively with their studies and complete meaningful work provided by teachers that enables them to make academic progress. Students are also expected to engage in a reflective restorative process.

See [Appendix 4: Referral room procedures and expectations](#) for more detail.

If a student is placed in the Referral Room for poor conduct, every effort is made to:

- Phone the student's parents during that working day;
- Send a letter home from by the next working day explaining the reasons why the student was placed in referral.

#### **Step 6: Temporary and Permanent Exclusion**

Students might be temporarily excluded ('fixed term' exclusion) from College because their poor conduct is so serious or persistent that they are not able to remain in College. At Emmanuel, a fixed term exclusion is usually concluded via a meeting with the Vice Principal or the Principal.

A student could be excluded for one serious incident. Also, breaches of the *Student Code of Conduct*, which would normally result in time spent in the referral room rather than an exclusion might also result in a temporary exclusion, dependent on:

- Recurrence of offence after previous warnings.
- Seriousness of the offence.

Permanent exclusion ('expulsion') is applied upon breach of a final warning, usually after a previous temporary exclusion for a similar incident, or a single very serious incident that the Principal views as serious enough to warrant permanent exclusion.

Bringing illegal drugs into College, supplying illegal drugs in College or participating in drug taking in College *always* leads to permanent exclusion.

Only the Principal, or a Vice Principal acting under the Principal's authority, can temporarily exclude a child; only the Principal can permanently exclude a child.

For more detail on the procedures regarding exclusions, see [Appendix 2: Exclusions and detentions Procedures](#).

***Covid-19 update***

Due to the ongoing Covid-19 pandemic the College will not be issuing after school or Saturday detentions to students as a sanction. This is to ensure that 'contacts' between students are not increased either in College or on the way home as a result of students leaving College at a time that is not their allocated departure time.