

EMMANUEL COLLEGE

BEHAVIOUR AND DISCIPLINE POLICY 2021-22



Principles

Our approach to exercising discipline guides staff to teach self-control not merely compliance. All staff are committed to having relationships that are grounded in restoration and the development of character; approaches to discipline are always *clear, caring, and consistent*. Our core virtues are central to our approach which challenges students to reflect upon their failure to follow the *Student Code of Conduct* and their lapses in good judgement so that they can move forward positively. We are committed to maintaining the highest standards of student conduct and expect them to take accept responsibility for their behaviour and encourage others to do the same. We therefore expect that students always adhere to our Student Code of Conduct including when travelling to and from school, when representing the College on an educational visit. Students should uphold point 1 of the Student Code of Conduct when they encounter students and staff outside of College.

Aims of the policy

In ensuring our approach to behaviour and discipline is consistently and fairly applied, all students will be able to:

- exercise **self-control** so that their emotions do not dictate their actions and reactions; conflict is rare.
- demonstrate **respect** to all by considering others, the College site and themselves before acting or reacting; disrespectful and defiant behaviour is always challenged.
- demonstrate good character by taking **responsibility** for their actions when no one is watching; unkind and unpleasant behaviour is never tolerated.

Expectations of staff

We believe in absolutes regarding moral behaviours, in being straight forward and honest when there is a problem. We always seek to put things right through restoration and we use sanctions constructively to uphold justice and develop character. Therefore, staff will always:

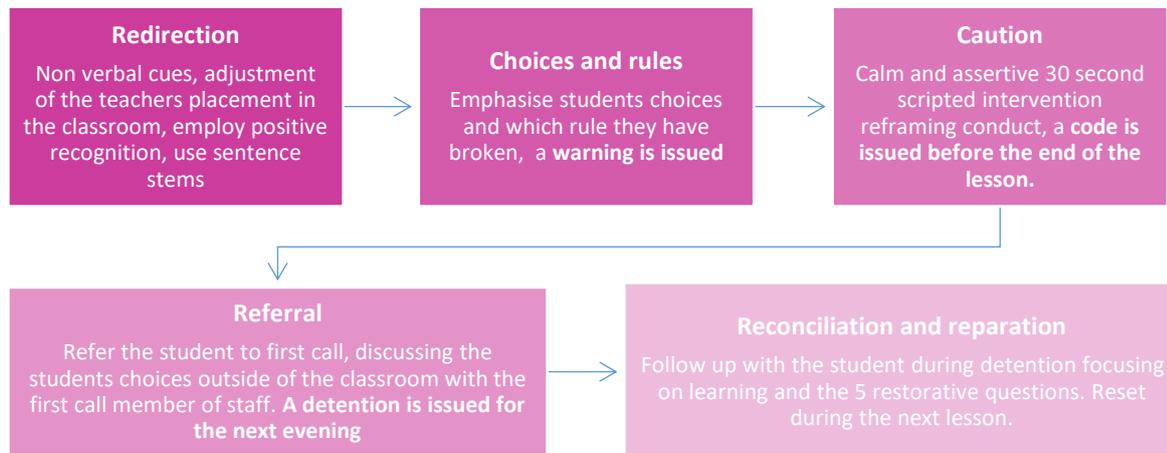
- Meet and greet students at the door to their classroom
- Refer to our core virtues when signalling a problem
- Plan lessons that engage, challenge, and meet the needs of all learners
- Use visible recognition by verbally acknowledging good conduct throughout every lesson, awarding merits when a student goes above and beyond what is expected
- Be calm and give 'take up time' when applying corrective action committing to prevention before applying sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past students who are not making the right choices.

Supporting individual students to grow

By always expecting exemplary student conduct, we are protecting everyone within our community by ensuring that they can thrive. Where it has been identified that a student is engaged in persistent disruptive behaviour, they will be placed on a pastoral support plan to challenge and improve their conduct. Overseen by the Vice Principal, students will be supported by their Head of Year/Assistant Head of Year through tailored intervention, support, and review (*please see appendix 1: tailored support for students*).

Corrective action in the classroom

To demonstrate to students that they are morally responsible for their actions and that there are consequences for poor choices and actions the following steps will always be taken in challenging disruptive behaviour and poor conduct (*except for circumstances in which a serious breach in the code of conduct has taken place and requires immediate action to be taken*).



Where students do not respond to a step appropriately by correcting their behaviour the teacher will utilise the next corrective action and issue the sanctions described below. This cycle resets at the start of every lesson and steps do not carry over from the previous lesson.

- **Code:** 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 student code of conduct. They must hand this into their tutor the next morning. If a student does not return the code, then the teacher marks this on school base and issues a detention. The student must complete the code and sit the detention issued by their teacher.
- **First call:** If a student has not responded to the corrective action employed previously and has been issued a code, they will be referred to first call (*please see appendix 3: first call procedure for more information*).
- **Detention:** Detentions are held between 3.05-4.00pm Monday to Thursday and are usually set for the next day. Attendance to detention supersedes attendance to a co-curricular or academic session (*please see appendix 2: Exclusions and detentions procedures for more information*).

Out of class behaviour

Poor conduct outside of the classroom is always addressed by the member of staff who has witnessed this. Minor infringements such as being too boisterous will lead to the teacher issuing a warning through a 30 second scripted intervention. If a student is seen to repeat their poor conduct after being spoken to, they teacher will record this conduct in their study file. More serious infringements such as pushing, very loud or disruptive conduct will lead to the teacher immediately recording this in the student's study file. If a student has three incidents recorded, they will receive a detention which will be set by the teacher recording the third incident. Very serious infringements such as unsafe behaviour, disrespectful behaviour or use of foul language will be referred immediately to first call. Recording an incident in the study file may require the teacher to accompany the student to their classroom to collect their study file if the incident occurs at break or lunchtime. The highest standard of conduct is expected whilst students attend co-curricular activities or attend visits, specific guidance in relation to additional expectations during these times will be communicated by the teacher to students.

Serious breaches of the Student Code of Conduct

Where a student has been persistently disruptive or has seriously breached the Student Code of Conduct the student may be referred to the Vice Principal. This may result in the student spending an extended period in referral or being referred to the Principal for a temporary or permanent exclusion (*please see appendix 2: Exclusions and detentions procedures and appendix 4: referral room procedures for more information*).