

Behaviour and Discipline Policy – September 2016

The purpose of the behaviour and discipline policy is to promote good behaviour in school in order to create a positive learning environment and a safe and happy school community for all.

The school will communicate clear expectations of behaviour to staff, pupils and parents, together with the sanctions for pupils who fail to meet those expectations.

Good behaviour is a matter of personal choice and responsibility. Pupils need to learn to make good choices about their behaviour in any given situation, leading to self-discipline and a sense of personal responsibility for their actions.

There are broadly three levels of behaviour:

1. Satisfactory behaviour – in line with expectations. Most pupils will fall into this category
2. Good to excellent behaviour – exceeds expectations. Pupils should expect to be praised or rewarded for such behaviour
3. Poor behaviour – falls below expectations. Pupils should expect negative consequences for such behaviour.

Role of the Senior Leadership Team (SLT)

The SLT's role is to:

1. Set expectations of behaviour (adapting expectations as necessary to changing circumstances)
2. Communicate those expectations clearly to all members of the school community, in particular staff, pupils and parents
3. To monitor general levels of behaviour in the school
4. To set sanctions for poor behaviour and be involved in rewarding pupils for good behaviour and disciplining pupils for poor behaviour
5. To support staff in application of the behaviour and discipline policy.

Role of Teachers

All teachers are responsible not only for delivering appropriate lessons in their subject areas, but also for managing the behaviour of pupils in their classes and around the school. In order to do so they should:

1. Be positive role models for good behaviour
2. Have high expectations of behaviour in their dealings with pupils and develop strategies for achieving good behaviour in their classes (where necessary seeking help from, and sharing good practice with, colleagues)
3. Apply the agreed expectations of behaviour fairly and consistently by rewarding good behaviour and using the agreed sanctions for poor behaviour

Rewards for good behaviour

It is generally agreed that PRAISE is the most effective motivator for encouraging good behaviour. Teachers should look to reward good behaviour by:

1. A smile or nod
2. Verbal praise ("Well done!")
3. Awarding housepoints
4. Sending a note or email to the pupil's tutor in a form which can be easily passed on to parents
5. Commending the pupil to the HoD, a member of the SLT or the Headmaster

Strategies for dealing with poor behaviour

Teachers should always seek to deal with poor behaviour firmly and calmly as early as possible in order to avoid the possibility of it escalating. Strategies could include:

1. A look or gesture (eg. Finger on lips)
2. Moving to stand near a pupil who is starting to behave badly
3. A positive verbal instruction (eg. "Please put up your hand before speaking" rather than "Don't shout out!")
4. A verbal warning with a clear consequence (eg. "If you keep on chatting I will move you to another desk")
5. Moving a pupil to another seat (temporarily, for the rest of the lesson or permanently)
6. Calling a pupil back in break or lunchtime to discuss his/her behaviour.

Strategies which are not effective or appropriate include:

1. Punishing a whole class for the misbehaviour of a few
2. Shouting (except on extremely rare occasions and without losing your temper)
3. Using ridicule or sarcasm
4. Using a threat but then not carrying it out.

Whole-school sanctions

Alongside the teacher's individual strategies, the school has developed a system for recording instances of poor behaviour using ENGAGE, leading to a tiered set of sanctions.

There are three levels of poor behaviour

- B1 minor misdemeanours (such as lateness to lesson, not bringing correct equipment or books, not sitting down or stopping talking after a warning, not wearing correct uniform, eating or running in school corridors, failing to hand in mobile phone, inappropriate use of internet in class etc.)
- B2 serious misdemeanours (such as cutting a lesson, being rude to a member of staff, physical or verbal intimidation of another pupil, damaging school property or that of another pupil)
- B3 serious and continuing disruption of a lesson making it impossible for the teacher to deliver the lesson, leading to the removal of the pupil from the lesson.

There are also two levels of academic misdemeanour

- A1 failure to complete homework, or classwork to a satisfactory level
- A2 cheating or plagiarism, missing an important deadline (eg. exam coursework)

Both behaviour and academic misdemeanours should be recorded on ENGAGE. Behaviour misdemeanours are copied to the pupil's tutor, and the Head of Pastoral Care. Academic misdemeanours are copied to the tutor, the HoD and the Director of Studies.

Three B1s or A1s in one term lead to a DETENTION. A B2/3 or A2 leads immediately to a DETENTION.

Procedure for removing a pupil from the classroom (B3)

The SLT will provide teachers with a timetable of classrooms where senior teachers are teaching senior classes, to which a seriously disruptive pupil can be sent with silent work

to do. The pupil should be accompanied by another reliable pupil who can return to report that the disruptive pupil has been safely delivered.

Detentions

Detentions will take place on Tuesday and Thursday lunchtimes.

Detentions will be administered and supervised by a member of the SLT. A detention will involve the pupil completing a 'reflection sheet' to think about why he/she is in detention and to set practical targets to avoid another detention. Parents will be informed.

Meeting with parents

Three detentions will lead to a meeting with the pupil's parents and the relevant tutor or teacher and/or HoD, chaired by a member of the SLT. The purpose of the meeting will be to set agreed targets for improved behaviour and a period of monitoring. If the pupil fails to meet the targets during the monitoring period (eg by receiving another detention), the SLT may impose more serious sanctions.

Serious sanctions

Serious sanctions can be imposed by the Headmaster or Deputy Headmaster for more serious misdemeanours (eg bullying, causing injury to another pupil, serious damage to school property, bringing the school's name into disrepute), or failure to improve behaviour after previous disciplinary action. Serious sanctions include:

1. A red flag, which means that the pupil is barred from school social occasions and excursions
2. Internal suspension
3. External suspension
4. Expulsion.