

Behaviour and Discipline Policy

November 2009 –

St. George's aims to promote good behaviour which will support teaching and learning by providing pupils and staff with a framework of positive support and encouragement, and also by using a fair and consistent system of sanctions.

This policy is designed to help create a positive environment in our school – an environment in which effective teaching and learning can take place. Here at St George's, it's expected that everybody should:

- Behave in an appropriate manner with the health and safety of themselves and others in mind
- Allow others to learn and teachers to teach
- Treat everybody with respect and consideration (see our *Anti-Bullying Policy* as well)
- Treat their own property and the property of others with care – school buildings, contents and grounds included

Rather than a system to enforce rules, our behaviour and discipline policy is viewed as a means of promoting good relationships, so that people can work together in harmony.

Discipline

The disciplinary structure can broadly be split into two components – the academic (work) dimension and the pastoral (behavioural) dimension. There are two aspects to discipline - positive reinforcement (encompassing a reward and celebratory structure) and a sanctions structure. The school regards positive reinforcement and encouragement as the most important of these prongs, but a coherent set of sanctions is, of course, also necessary.

The basic philosophy of the school is very simple: The reward should fit the achievement, and the punishment should fit the crime.

For serious misdemeanours the Principal reserves the right to suspend pupils from the school, to ask parents to withdraw their child from the school, or to require a pupil to leave the school. While requirements to leave the school are rare, they do occur from time to time, and the Principal takes the view that a pupil should leave the school if it is in the best interests of either the pupil or else of the pupils as a collective body. A pupil who receives three suspensions over an eighteen month period would normally be required to leave the school – the final decision however, remains at the discretion of the Principal.

A disciplinary structure is, of course, necessary. But it should be emphasised that the school focuses wherever possible on positive reinforcement, rather than on sanction. It goes without saying, of course, that the school fully endorses the law of the land. No corporal punishment of any kind is allowed at the school by any adult or for any reason.

Bullying

St. George's School is no place for bullies. We take bullying extremely seriously. It is essential to read our *anti-bullying* policy in conjunction with this policy.

Separate details of the Junior and Senior procedures now follow

Junior School Behaviour and Discipline Procedures

JS Promotion and Sanctions

JS.1 We promote good behaviour in a variety of ways:

- *We celebrate each others successes, for example, exceptional work and/or behaviour is commended by The Head of School;*
- *House points are given in Year 1 and above for effort in work and behaviour.*
- *In Assemblies we acknowledge the success of individual pupils as well as groups in activities both in and out of the school.*
- *Displays in the classroom and elsewhere in the school are used to promote children's effort and/or attainment*

JS.2 There are many ways in which teaching staff can encourage positive behaviour; if these are not effective then we have agreed to use the following methods for sanctioning pupils to ensure a safe and positive learning environment:

- *Teaching staff will use appropriate ways to communicate when behaviour is unacceptable.*
- *The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the teacher stops the activity and prevents the child from taking part until they have agreed to behave in a responsible manner. The Head should also be informed about such incidents.*

In Key Stage 2:

- *Teaching staff will log the names of children in their class whose behaviour is significantly inappropriate during the week, using the appropriate proforma available on the School Server, which requires the date, class, a brief description of the misbehaviour and the sanction imposed. The teacher should keep an electronic copy of this on their desktop in order to e-mail records to the Head on a weekly basis. The Head is responsible for maintaining a centralised store of these records, so that any patterns of misbehaviour can be noted.*
- *The Homework Diary is not usually used as a vehicle for teaching staff to inform parents of behaviour issues. If this is felt to be a necessary line of communication, it should be discussed beforehand with the Head.*

JS.3 At the beginning of the year the teaching staff discuss the school rules with the children in their class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the teaching staff discuss these with the whole class as appropriate. *(PSHE sessions are a good opportunity for doing this).*

JS.4 The school does not tolerate bullying of any kind. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school feeling safe and secure. (See our *Anti-Bullying Policy*).

JS.5 Teaching staff only intervene physically, to restrain children or to prevent injury to a child or if a child is in danger of hurting themselves.

JS2 The role of the teaching staff

JS2.1 It is the responsibility of the teaching staff to ensure that the school rules are enforced at all times, both in and out of the classroom.

JS2.2 Teaching staff in our school have high expectations of the children in terms of behaviour and treat each child fairly.

JS2.3 Teaching staff should be vigilant and observant at all times.

JS2.4 Teaching staff treat all children with respect and understanding.

JS3 The role of the Head of the Junior School

JS3.1 The Head of the Junior School supports the teaching staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

JS3.2 The Head will keep a record of all reported significant incidents of misbehaviour and take appropriate action.

JS3.3 The Head has the right to suspend a pupil from school for repeated or very serious acts of anti-social behaviour and, in extreme circumstances, may permanently exclude a child. These actions are only taken after consultation with the Principal and records are kept.

JS4 The role of parents

- 4.1 The school works collaboratively with parents, so children receive consistent messages about how to behave.
- 4.2 We explain the school rules in the Parents Handbook (*Notes for Parents*), and we expect parents to read these and support them.
- 4.3 We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

JS5 Sanctions

- JS5.1 We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or to sit on their own.
- JS5.2 We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- JS5.3 If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we impose "time out" within the classroom setting until s/he calms down, and is in a position to work sensibly again with others.
- JS5.4 Other sanctions that might be used include:
Putting children's names on the Board
1, 2, 3 warning system
Being asked to stay in during playtime under supervision
- JS5.5 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- JS5.6 If a child threatens, hurts or bullies another pupil, s/he may be punished, in accordance with our *anti-bullying policy*. If a child repeatedly acts in a way that disrupts or upsets others, the school may contact the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- JS5.7 The class teacher discusses the school rules with their class. In addition to the school rules, each Year group has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class as appropriate.
- JS5.8 The school does not tolerate bullying of any kind. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See *Anti-Bullying Policy*).
- JS5.10 Teachers in our school do not hit, push, pull or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.
- JS6 Monitoring**
- 6.1 The Head of the Junior School, along with the teaching staff, monitors the effectiveness of this policy on a regular basis and, if necessary, makes amendments for further improvements.

Appendix: Junior School Rules shared with Parents

Rules to preserve good order and discipline:

- Correct and tidy uniform must be worn.
- Behaviour inconsiderate of others is not acceptable, please see our *Anti-Bullying Policy*.
- All pupils are required to come to school by 08.45 every day.
- A note signed by a parent or guardian, wherever possible in advance, must explain all absence from school, however brief.
- Permission for extended absence must be sought in advance from the Head of the Junior School.

Rules to ensure personal safety and good health:

- The following are not allowed in school or on the buses: drugs (except brought for medical purposes, and which must be handed to the School Nurse during the school day), alcohol, cigarettes, chewing and bubble gum.
- No pupil may leave the school premises without their parents/guardian or a teacher during the school day.
- Pupils should not run inside buildings.
- Dogs should not be brought onto the school premises.

Rules to safeguard property

- Any theft, damage or defacement of the school's or anyone else's property will be regarded as a very serious offence.
- All property, especially uniform, must be marked with the owner's name. Valuables should not be brought to school. The school can take no responsibility for lost property.
- No pupil should go into another classroom without the permission of a member of staff.
- Litter should be put in a bin.

In addition each part of the Junior School has its own particular rules which are appropriate to the age range of the children therein. Within school we use the Golden Rules as an expectation for our pupils' behaviour in the Early Years and continue this throughout the school.

The Golden Rules:

- Do be gentle.
- Do be kind and helpful.
- Do work hard.
- Do look after property.
- Do listen to people.
- Do be honest.

Disciplinary Procedures in the Senior School

Positive reinforcement and encouragement to promote good behaviour

This is given in the following ways:

- Comments in class and/or at end of lesson
- Effective use of the diary – this is a way of letting other staff and parents know
- Positive referrals (the referral system allows staff to log and monitor the students progress – comments can be positive, neutral or negative)
- Merits
- Assemblies

Sanctions – when to use:

As educators, we must try to ensure that sanctions allow for reparation and/or amendment of behaviour. With this in mind, they should be used when behaviour, work or effort is:

- below the standard expected by the school
- below the standard of that student
- of a consistently poor standard
- bullying is evidenced. Please see our *Anti-bullying policy*

Sanctions - what can staff use?

- Make our **disapproval** clear – by a look, by talking to the student etc.
- Insisting that work is **repeated**/completed or that extra work is done. Always give a deadline and check.
- Students could be **moved in class** if their present position is influencing their ability to learn or influencing the learning of others.
- Use the **diary** to record information which we wish to pass on to the Form Tutor or parents/guardians.
- **Meet** with the student and Subject/Year Head to discuss future conduct.
- Complete a **negative referral** to inform the form tutor/other staff and if necessary ask for the incident to be considered by a senior member of staff.
- **Contact with home** if approved by Head of Department/Head of Year
- **Lunchtime Detention**
- **Saturday Detention**
- **Temporary exclusion** – called “suspension”, normally one day, but more if required
- **Permanent exclusion** – in extremely rare circumstances, a pupil may be required to leave the school

Lunchtime detention – these should be recorded on the referral system. Pupils who misbehave, do not do their homework (without a valid reason), or whose work is, in the view of the subject teacher, unacceptable or below par, can be given a supervised lunchtime detention. Pupils should make appropriate amends for their behaviour or re-do/complete work. While detentions are to some extent punitive, they are primarily designed to help the pupil understand the consequences of poor behaviour or to catch up/better understand the work that has been missed or covered. Saturday Detentions can only be set by the Head of Year or Senior Management.

It is essential that behaviour, discipline and sanctions are recorded on the Referral System. In the case of exclusions, they should also be recorded on SIMS.

However, staff should avoid:

- Negative comments – especially about the person
- Punishing a whole group
- Inconsistency
- Threatening and not carrying through those threats
- Imposing excessive sanctions
- Aggressive shouting
- Ridicule or humiliation
- Causing intentional embarrassment
- Labelling the child instead of confronting their action and behaviour

This Senior School procedure will be updated September 2010 by the Deputy Head.