

DISCIPLINE AND EXCLUSION POLICY

Introduction

At Bickley Park, we encourage good behaviour at all times. There is a positive approach based on high standards.

We aim to:

- build a spirit of co-operation between boys and staff both in and out of the classroom
- promote self discipline and proper regard for authority
- encourage good behaviour and a respect for others
- secure an acceptable standard of behaviour
- promote tidiness in personal effects, including dress, school bags etc.
- support the school uniform policy and take appropriate remedial action as required

It is essential that all teachers in their behaviour and dress provide a good model for the boys. Firm and patient insistence on high standards must be consistently applied by all.

Lively and stimulating teaching is almost always associated with good behaviour.

Careful, prompt and supportive marking of written work carries a clear message that the boys' efforts are valued and that their progress matters.

Extra-curricular activities can have a positive effect on behaviour and an imaginatively planned P.S.E. programme can develop a personal commitment to the school and the community.

The pastoral care system should help all boys to be confident that they are known well, that their progress is regularly checked and followed with interest, and that sympathetic help and guidance is available if needed.

All teachers should be involved in pastoral care and all should take responsibility for the maintenance of good standards of behaviour. There should be firm, fair and consistent application of the rules by everyone. Discipline and the promotion of good behaviour is the responsibility of the Deputy Head (Pastoral). However, in the area of behaviour the Form Teacher is the first source of care for any boy in the school. The system of referral is there to support teachers and cope with more serious problems, but where incidents of bad behaviour are habitually referred to the Deputy Head (Pastoral) and regarded as his province, it is difficult to achieve an effective whole school policy.

Particular emphasis should be placed on rewards. Good reports, assessments, pluses, comments in contact books and commendation in assembly, are obvious ways of showing praise. It is important, however, that the achievement rewarded is genuine or the system becomes devalued.

The most powerful sanction is the disapproval of the miscreant's teacher and peers.

Ethos

The climate in the school is affected by all of its activities. There must be a high quality of teaching and learning where pupils are intellectually challenged and have opportunities to take responsibilities. Extra-curricular activities are important too.

There should be a positive approach throughout, based on a quiet yet firm insistence on high standards of behaviour at all times, applied consistently and with constant vigilance.

The school's ethos is promoted in all aspects of its work, beginning with the way people address and engage with one another and through:

- assemblies
- approaches to teaching which aim to raise pupils' self esteem
- promoting co-operative and inclusive activities in the playground
- structures and routines such as lining up quietly before moving through the school
- Personal Social and Health Education (PSHE) lessons.

Structures and routines

Some practical measures intended to reduce situations giving rise to negative behaviours:

- Boys should not linger in cloakroom, toilets or corridors. All staff should challenge this behaviour if it is observed and send children on their way.
- Lining up to enter the school or move around the school should be orderly and quiet, some teachers have found it helpful to have a lining up order to avoid placing distractible children together.
- Walking around the school should be orderly. All staff should challenge individual boys running and ask them to go back and walk.
- Activities should be provided for wet play.
- All staff in the playground should be vigilant and engage eye contact with boys as they patrol. They should position themselves at various points around the playground so as to see into all areas. They should avoid talking to groups of boys for a prolonged period so that they can scan the playground. If boys are alone or in dispute, the person on duty can use distraction, engage them in conversation; suggest another game to play etc.
- Teachers should establish routines within the classroom for gaining boy's listening attention quickly, for clearing up, for seating arrangements etc.
- Teachers should expect boys to comply with a first request. A consequence should occur if pupils have to be reminded more than once.

Managing everyday incidents

A key objective is helping boys learn from the incident, including strategies to help them operate independently should a similar problem occur.

- Boys will be listened to – separately or together as appropriate.
- Boys will be encouraged to talk to others involved to try to resolve the situation and consider alternative behaviour in future.
- Adults dealing with the incident may suggest strategies to help boys manage their own behaviour in a similar context and perhaps encourage the boy to rehearse or role-play the behaviour.
- Boys will be encouraged to use assertive strategies to others annoying them, e.g. by saying firmly “I don’t like that, please don’t do it again.”
- Boys will be encouraged to express their opinions and feelings e.g. telling the other person why they are upset, with the emphasis on what the person has done and not by labelling, name-calling or putting down the other, giving the other the chance to apologise.
- Boys will be encouraged to tell the teacher if someone is persistently annoying them and to know that this is not ‘telling tales’.
- The boy’s class teacher should be informed.
- There will be regular reviews of pastoral issues at staff meetings.

SANCTIONS – MINUSES, SIGNATURES AND DETENTIONS

The system below is designed to protect the innocent, provide ample opportunity to rehabilitate and punish persistent transgressions. When communicated sensitively and administered consistently the system will be supportive with a positive emphasis on reward and privilege. This will form the basis of our ‘sanctions’ system but the Headmaster reserves the right to move any child further along the ‘discipline procedure’ for misconduct deemed to be totally unacceptable within the school: e.g. violence, racism, bullying, abuse/sexist references to staff etc.

- 1. Signatures are a last resort issued for persistent problems and not for relatively ‘trivial’ offences.**
- 2. Greater emphasis is placed on alternative sanctions at Level 1 so that signatures become a greater burden and carry greater significance.**

<i>Discipline Procedure</i>				
<i>Reprimand</i>	<i>Detention</i>	<i>Signature</i>	<i>Minus</i>	<i>Suspension</i>

[Level 1]

Reprimand

- *Staff use individual professional strategies, positive reinforcement of respect, conduct and behaviour (e.g. loss of privileges, detentions, community work etc)*
- *lunch detentions with teacher*
- *formal detention after school (following 3 lunch detentions)*
- *Parents informed (phone/contact book/letter)*
- *Form Tutor Report Card*



[Level 2]

Signatures

(2 at a time maximum)

- *persistent problems following level 1*
- *Form Tutor discusses signatures with pupil and mentors them*
- *targets and strategies established to help avoid further signatures*
- *deduct non-academic pluses for signatures received*
- *formal detention after school with Form Tutor or Head of House (Detention Book)*



[Level 3]

5 Signatures

- *House Master/SLT detention after school*
- *Meeting with Parents – KS Heads or Deputy Head (Pastoral) - explain system and next stage*
- *Report Card – issued by Deputy Head (Pastoral) and checked daily*



[Level 4]

10 Signatures = MINUS

- *A straight minus can be issued for racism, bullying, violence etc.*
- *The pupil moves on to the Headmaster for possible suspension.*

Following suspension: *A signature returns the pupil to a Report Card. The Head meets with Parents to discuss future at school and the pupil meets daily with the Deputy Head (Pastoral).*

Academic Issues



Assessment grades to be used as the basis



An average effort score of more than 3 leads to an automatic detention and an academic card



A second card in the year as above leads to a ‘work report card’ issued by the Deputy Head (Academic) along with a session with parents.



A third score of 3+ involves the Headmaster.

Managing serious or persistent problems

- The behaviour of boys giving cause for concern will be assessed.
- Individual programmes will be planned as appropriate
- Parents will be invited to discuss their child's behaviour and any individual programme drawn up which will be aimed at allowing boys to meet the schools expectations of them. They will be kept informed of progress.

We want boys to clearly understand that positive behaviour is the expectation – the reward is not having to follow a programme.

Referral for advice to Educational Psychologist or outside agencies will be considered if behaviour persists after several reviews of individual programme.

Extreme behaviour

Whether an isolated or repeated incident violent, temper-tantrum, swearing etc. it will be dealt with promptly and calmly. An adult should remain with the class, with the teacher sending for assistance if necessary. The child should be escorted out of the room, or if this is not possible without physical intervention, the other children should be asked to line up quietly and taken to the hall, staff room or other area of the school. He should not be left unsupervised or sent out of the room alone or with another boy. The adult dealing with the incident should listen to the boy encouraging him to describe the incident and give him chance to explain how he feels. If the boy is on a report card and the behaviour is within its scope, the relevant consequences should be applied. Otherwise the Deputy Head will decide whether parents should be informed and what next action should be taken.

Exclusion

A serious offence, for example involving violence, could by itself justify a boy's exclusion. Otherwise exclusion would be applicable only in line with the stated policy above. Exclusions may be fixed (suspension) or permanent (expulsion). Only the Headmaster has the power to exclude a pupil from school and this power may not be delegated. The Headmaster may exclude a pupil permanently with the permission of the Chairman of Governors.

In all cases the Headmaster will promptly:

- inform the boy's parents of the period of the exclusion, or that the exclusion is permanent.
- give the reasons for the exclusion.

This policy will be reviewed annually.

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