

PUPIL BEHAVIOUR MANAGEMENT AND DISCIPLINE POLICY

1. INTRODUCTION AND GENERAL PRINCIPLES

- 1.1 The overall goal of Omagh Academy is to educate the young people entrusted to its care to achieve the highest academic standards according to their ability, and to develop their gifts and talents for the good of themselves and of others. The promotion of good discipline, especially self-discipline, is essential to the realisation of this aim.
- 1.2 The establishment of good standards of behaviour is considered to be a whole-school matter: a corporate responsibility of all staff and pupils in partnership with parents working together in a positive climate for the greater good of the school community. The main emphasis of this policy is therefore on the promotion of positive behaviour as exemplified in the Code of Conduct for pupils.
- 1.3 However, in order to maintain high standards of behaviour teachers and lunchtime supervisors must have the power to enforce disciplinary sanctions. Sanctions may be imposed for failing to follow a school rule, an instruction given by a member of staff or for any other reason that causes the pupil's behaviour to fall below the standard which could reasonably be expected of him or her.
- 1.4 Only sanctions identified in this policy will be used.
- 1.5 When lapses in behaviour take place it is intended that a positive approach to discipline will be adopted, with the emphasis placed on promoting desirable behaviour in the future. Commonsense and sound judgement are considered to be the most important factors that will lead to the successful implementation of this policy.
- 1.6 The school reserves the right to regulate the conduct of pupils while off site on activities related to, or associated with, the School, for example while pupils are in school uniform, on the way to or from school or on a trip, activity, work placement or visit organized by the school. Appropriate behaviour towards school staff and their property is required from pupils at all times, both when on or off site. On occasions when a pupil's behaviour while off site breaches acceptable standards or is detrimental to the School's reputation, the School will apply appropriate disciplinary sanctions when the pupil next returns to school.
- 1.7 Investigations arising from reported incidents of poor behaviour will focus on establishing the facts of the case with the aim of facilitating the fair application of sanctions, when appropriate, and of promoting good behaviour in the future. The School will not undertake investigations which in its view are unnecessarily protracted or detailed.

2. RIGHTS AND RESPONSIBILITIES

- 2.1 The basic principles and expectations underpinning the policy on pupil behaviour are defined through the school's definition of rights and responsibilities as related to pupils, parents, teachers and the school itself (see **Appendix 1**). It is emphasized that these rights and responsibilities are moral rather than legal rights and responsibilities, and that they are only intended as illustrative examples and not as prescriptive lists.

3. PASTORAL CONTEXT: PROMOTING GOOD BEHAVIOUR

- 3.1 This pupil behaviour policy will be applied within an overall pastoral context that emphasizes the value of each individual pupil as a member of the school community and in particular his or her potential to improve and learn from mistakes.
- 3.2 The Year Heads, supported by the Form Teachers, have a major responsibility in the pastoral support of pupils including the promotion of good behaviour and the application of disciplinary measures, but every member of staff has a role to play.
- 3.3 All staff are expected to maintain a supportive and well managed learning environment for pupils, and to model appropriate behaviour to pupils. In particular teachers will avoid humiliating comments or punishments e.g. use of sarcasm, ridicule etc., as well an over-emphasis on criticism and inappropriate comparison between pupils.
- 3.4 The Personal Development Program will be used to reinforce, explain and develop the pastoral and disciplinary aims of the school.
- 3.5 The School will endeavour to promote, encourage and affirm good, and especially improving behaviour through appropriate positive strategies, acknowledgement and rewards. Examples include:
- Use of praise and rewards: all teachers should reward good behaviour with explicit or more subtle praise and affirmation, depending on the context and age of pupils;
 - Individual departments are encouraged to use structured systems for rewarding positive achievement and improvement when appropriate and feasible;
 - Use of role play, drama, competitions and the display of pupil work;
 - Positive comment in homework diaries and on school reports;
 - Congratulations and recognition in assemblies or on the School Website;
 - Use of special privileges whenever appropriate;
 - Correspondence to inform parents of noteworthy achievement or effort;
 - School awards and prizes on Prize Day;
 - Presentation of Certificates which recognize positive contributions to the school community;
 - Use of photographic displays, publication in the local media, on the school website etc.;
 - The award of honours;
 - Appropriate use of the system of Educational Maintenance Awards;
 - Election to posts of responsibility such as prefects and librarians;
 - The School intends to investigate the feasibility of introducing a formal merit and conduct system for use with junior years.

4. BEHAVIOUR

For clarity and ease of reference a brief outline of the desirable behaviour that the School wishes to encourage in pupils and the undesirable behaviour it wishes to discourage is provided.

4.1 Desirable behaviour in pupils can be summarised as follows:

- Demonstrating a positive self-image and the confidence to engage successfully in activities;
- Showing respect for the views, ideas and property of others;
- Recognizing that all have the right to share in and contribute to a lesson;
- Co-operating with the teacher and with their peers on shared activities;
- Applying themselves to the task, and working to the best of their ability;
- Adhering to school rules and the accepted conventions of courtesy and good manners;
- Responding positively to opportunities to act independently and to show initiative.

Further details of how the School classifies good behaviour are given in the Code of Conduct (see **Appendix 2**). The Code of Conduct will be reinforced periodically during Personal Development lessons.

4.2 Undesirable behaviour in pupils can be summarised as follows:

- Being unkind to their peers, including engaging in any form of bullying;
 - Calling out in class, interrupting others and being inattentive when others are contributing to a lesson;
 - Displaying a lack of interest in learning and preventing others from learning;
 - Being unwilling or unable to abide by the accepted social conventions of courtesy and good manners;
 - Defacing or destroying other people's belongings or school property;
 - Directing abusive language at other pupils or members of staff;
 - Acting aggressively or with violence towards other pupils or members of staff;
 - Failing to cooperate with school staff or procedures.
- (Pupils are expected to pay for damage or loss resulting from deliberate actions.)

Further examples of unsatisfactory behaviour are given in **Appendix 3**, entitled "The Classification of Unsatisfactory Behaviour".

5. ARRANGEMENTS FOR THE SUPPORT OF PUPILS

Year Heads and other pastoral staff use a range of strategies to encourage and support pupils whose attitude to work or behaviour is falling below expectations. Personal support of and dialogue with the pupil may be combined with the use of particular support mechanisms, which may be applied in isolation or in combination, and need not be followed in sequence. Where relevant support mechanisms are employed with the agreement of parents. Examples of the support mechanisms available include:

5.1 Supervised Lunch Time Study (Homework)

At the discretion of the class teacher pupils may be allocated additional supervised study support, which takes place for 20 minutes during the lunch break in the Sixth Form Study Room. Lunchtime Support is an appropriate response to a pupil who has on a second occasion failed to produce a given homework or who is habitually not doing homework and requires extra time to complete or catch up on the work missed. The School retains a record of pupils placed in lunchtime support and copies are forwarded to the relevant Year Heads for monitoring purposes.

5.2 Referral to Homework Club (Years 8 to 10) (Academic work)

A homework club, supervised by the School Librarian, is available after school until 4.30pm Monday to Friday. A Year Head may suggest to the parents/guardians of junior pupils that their child might benefit from remaining after school on a regular basis to engage in structured study in the Library between 3.30 and 4.30pm. The School Librarian should be informed of pupils referred in this way.

5.3 Year Heads' Supervised Study (Academic work)

Year Heads' Supervised Study Support is scheduled to take place between 3.30 and 4.30pm on Thursday afternoons. It provides an opportunity for extra structured study under the supervision of a Year Head and is suitable for pupils who are falling behind with academic work. The agreement of parents is requested in advance.

5.4 Supervised Study during Staff Days (Academic work, especially coursework)

Pupils who fall behind with their work, especially coursework, may be requested to attend supervised study during a staff day. The agreement of parents is requested in advance.

5.5 Report Cards (Poor behaviour or academic work)

- **Class Monitoring:** A daily class-monitoring card can be used to monitor a class in order to identify patterns of behaviour, and especially to identify those pupils whose behaviour may be adversely affecting the progress of others.
- **Weekly Report Card:** This card is intended to monitor and support a pupil whose behaviour or attitude to work has been giving cause for concern. Pupils should give the card to the teacher at the commencement of the lesson, have the card signed by a parent each evening and report to the Head of Year each morning with the completed card.
- **Weekly Target Card:** This card is intended to support a pupil in achieving a set target e.g. bringing the appropriate equipment to all classes. Pupils should give the card to the teacher at the commencement of the lesson and report to the Head of Year each morning with the completed card.
- **Daily Report Card:** This allows for teacher comments on a pupil's behaviour, attitude and work throughout the day, and for recording details related to homework. Pupils should give the card to the teacher at the commencement of the lesson, have the card signed by a parent each evening and report to the Head of Year each morning with the completed card.
- **Report to Parents:** Where the academic progress of a pupil in a number of subjects is causing concern the School may compile a report on the pupil's work across the curriculum, which is then sent to the parents. This report may form the basis of a subsequent interview with the pupil and his/her parents.
- The School may modify the design of any report card in order to respond to the needs of individual pupils.

5.6 Monitoring, Mentoring and Advice (Poor behaviour or academic work)

In consultation with the Vice Principal (Pastoral) the Year Head may request that the relevant Form Teacher assists in monitoring the progress of a particular pupil who, for example, is on a report card or whose homework diary requires daily attention regarding such matters as behaviour, the completion of homework etc. By agreement with the Head of Year, the Form Teacher may also be asked to assist with the guidance and support of individual pupils. More difficult cases may be assigned to a member of the SMT for additional mentoring and advice.

Additional Support beyond the Norm

5.7 Involvement of SENCO (Academic work or behavioural issues)

In very exceptional cases the V.P. (Pastoral) in consultation with the Year Head may seek the advice of the School's SENCO about the behaviour or academic progress of an individual pupil. This occurs when a pupil exhibits significant and sustained behavioural difficulties, fails to respond to normal classroom and behaviour management strategies and/or demonstrably fails by a significant margin to realise his or her potential.

In this case serious consideration should be given to entering the pupil's name on the School's Special Needs Register in accordance with the SEN Code of Practice. The identification of need should be supported by relevant evidence and involve close liaison with the parents. An action plan, aimed at modifying the pupil's behaviour (as appropriate) and improving performance, will then drawn up by the SENCO in consultation with other relevant staff and the parents.

The final decision to place a pupil's name on the SEN Register will be taken in consultation with the parents and the Headmaster. Appropriate advice from external agencies may be sought. (Refer to SEN Policy)

5.8 Referral to School Counsellor (Academic work or behavioural issues)

Teachers may submit a request to the Vice-Principal (Pastoral) for a pupil to be offered counselling. The request will be discussed with the pupil with a view to obtaining his or her consent. Pupils who agree to meet with the counsellor will be given an appointment as soon as practicable. Pupils can also self-refer using the post box outside the Vice-Principals' offices.

5.9 Referral to external agencies

The School may seek advice and/or support from external agencies when dealing with serious and/or persistent behavioural problems. Supporting agencies include the Education and Welfare Service (WELB), the Educational Psychology Service, the Behavioural Support Unit (WELB), Social Services etc. Any referral to an external agency will take place in consultation with parents/guardians.

6. SANCTIONS AVAILABLE FOR PUPILS WHOSE BEHAVIOUR OR ATTITUDE TO WORK IS UNSATISFACTORY

For many instances of misbehaviour or lack of effort a prompt verbal reprimand or quiet word will be the most effective response. Furthermore the addition of a short note to the homework diary for the attention of parents/guardians can frequently be a very successful approach to minor issues. However, the following sanctions and support mechanisms are available for pupils whose behaviour warrants more than a verbal reprimand or whose effort/attitude falls below an acceptable standard. These sanctions and support mechanisms need not be followed in sequence.

It is crucial that commonsense is used when considering the nature, circumstances and degree of a misdemeanour, and care needs to be taken to ensure that any sanction applied is proportionate. Sanctions should be imposed in a calm and measured manner, focusing on the misdemeanour rather than the pupil, and with a view to upholding school rules and encouraging acceptable behaviour in the future. The sanctions available for use by staff are:

6.1 Additional Work (Minor breaches of school discipline, including poor effort/attitude)

Additional work is an appropriate sanction for minor misbehaviour or unsatisfactory work/attitude that warrants something more than a verbal reprimand or quiet word. Any teacher may issue a short imposition to a pupil whose work or behaviour is unsatisfactory. This may take the form of a short piece of extra work designed to take up to 15 to 20 minutes to complete. This work should be constructive in nature, complementing or reinforcing current studies or causing the pupil to reflect on how he or she might improve his or her behaviour in the future, for example by means of a short essay or structured exercise. Teachers have the option of requiring this imposition to be completed at home or of supervising the pupil (or small group of pupils) for a period of up to 20 minutes over break or lunchtime while they complete the work. Staff supervising pupils in this way over lunchtime must satisfy themselves in advance that the pupils concerned are able to make arrangements to have their lunch.

The relevant Year Head should be informed of repeated instances of minor misbehaviour or trends that become apparent for individual pupils.

Note:

- whole-class punishments must be avoided;
- mechanical exercises such as copying out or lines must not be set.

6.2 Community Service (Minor breaches of school discipline)

Alternatively teachers may use Community Service as a sanction for minor unacceptable behaviour that warrants something more than a verbal reprimand. This sanction is also available for use by the lunchtime supervisors. Community Service takes place during lunch times from 1.20 pm to 1.40 pm. Pupils are set particular tasks, for example collecting litter, under the supervision of the Senior Lunch Time Supervisor. Details are forwarded to the supervisor and a record of the Community Service is kept by the school, with a copy forwarded to the relevant Year Head.

6.3 Withdrawal of Privileges (Major breaches of school discipline)

The Year Head or member of the Senior Management Team may withdraw privileges from a pupil for a fixed period as a sanction in response to repeated instances of unacceptable behaviour. A note to indicate the application of this sanction should be placed on the pupil's file.

6.4 Year Heads' Detention (Major breaches of school discipline)

Year Heads' Detention is an appropriate response to a major breach of discipline. A request for a Year Heads' Detention should be made to the pupil's Year Head using a Behaviour Incident Report form, which is retained by the Year Head for the remainder of the academic year. It takes place between 3.30 and 4.30pm on Thursday afternoons. Unless there are sound reasons to the contrary, a Year Head is expected to agree to a detention request. The Year Head must discuss the incident with the pupil before informing parents by letter at least 24 hours in advance of the detention taking place. Where a pupil is unable to attend a given Year Heads' Detention it is his or her responsibility to make alternative arrangements with the Year Head in advance, otherwise a further sanction may be applied. The teacher requesting the detention is responsible for setting the pupil appropriate extra work, and the supervising Year Head will take a roll and inform other relevant Year Heads of absentees. Details of Year Heads' detention are recorded and retained by the School.

6.5 Withdrawal From Class (Major disruption of class)

Pupils who significantly disrupt a class should be referred to the Head of Department who may ask the pupil to sit at the back of his/her class. If the Head of Department is not available the pupil should be referred to the Head of Year or a member of the Senior Management Team. To allow a decision to be made regarding the need for further action, the relevant Year Head must be notified of any pupil removed from class in this way by means of a Behaviour Incident Report form. Pupils must not be permitted to disrupt the education of others in class. A Vice Principal or the Headmaster may also withdraw a pupil from a particular class or activity where this is deemed to be an appropriate response to a breach of school discipline.

6.6 Referral to Vice Principal (Pastoral) (Serious breaches of school discipline)

For more serious misconduct pupils can be sent directly to a Vice-Principal who will interview the pupil and decide on the appropriate steps to be taken.

6.7 Principal's Detention (Serious breaches of school discipline)

This sanction is for more serious offences or for repeated misbehaviour. It will normally follow referral to a Vice Principal and is issued by a Vice Principal or the Principal and takes place on Monday afternoons from 3.30 pm to 4.30 pm. Pupils are set appropriate tasks, parents are notified in advance and this information is recorded on the individual pupil's file.

6.8 Suspension

For very serious misconduct pupils can, at the discretion of the Headmaster, be suspended from school initially for a period of up to 5 days. Suspensions invoked by the school will be implemented in accordance with WELB regulations. Parents are informed and invited to attend an interview with the Headmaster to discuss the suspension and its follow-up. Information regarding the suspension is recorded in the pupil's file, and the pupil is required to attend a re-integration interview prior to returning to normal classes. If appropriate the school will establish a risk

assessment of the pupil and identify any resources needed to support for pupil. The Chairman of the Board of Governors and the WELB are also informed of the suspension.

6.9 Expulsion

Expulsion procedures follow WELB regulations.

7. PROCEDURES FOR DEALING WITH MISBEHAVIOUR, INCLUDING INVESTIGATING, RECORDING AND REPORTING

[An incident related to child protection must be immediately referred to the designated child protection teacher without investigation. Refer to Child Protection Policy]

General Approach to Breaches of School Discipline

- 7.1 The class teacher most directly concerned with a particular incidence of misbehaviour will carry out the initial investigation and, when appropriate, impose a sanction proportionate to the offence, or alternatively refer the matter through the most suitable channel as defined in this policy.
- 7.2 Pupils involved in an incident of misbehaviour (including poor attitude to work) should be spoken to as soon as is practical after the event and must have an opportunity to account for their actions. If the incident warrants more than the imposition of Additional Work or Community Service, a Behaviour Incident Report Form must be completed and include brief details of the incident and the pupil's response.
- 7.3 Repeated minor breaches of school discipline may constitute a major breach of discipline, and as such may result in a request to the Year Head for the imposition of a suitable sanction, normally a Year Heads' Detention.
- 7.4 Class teachers are encouraged, whenever feasible, to discuss with the Year Head instances of misbehaviour or trends that become apparent for an individual pupil. The class teacher should also inform the pupil that the Year Head is being advised of the misbehaviour.
- 7.5 Heads of Year are expected to use their judgement as to the most appropriate response to misbehaviour, including patterns of repeated misbehaviour by individual pupils, but as a general rule of thumb the imposition of three Year Heads' Detentions or three major incidents within a period of two months should trigger the involvement of parents, either via a standard letter alerting the parents/guardians to the deterioration in behaviour or by organizing a meeting with the parents/guardians. In general the early involvement of parents is recommended.
- 7.6 The Head of Year will continue to monitor closely the behaviour of pupils exhibiting a pattern of misbehaviour, and in consultation with the Vice Principal (Pastoral) consider the desirability of employing support mechanisms, such as the use of a Report Card or the involvement of the Form Teacher for daily support/monitoring, and/or the imposition of further sanctions. The Head of Year should ensure that parents/guardians are kept informed of the situation and that their cooperation is enlisted in encouraging improvement. A brief record of this communication with parents/guardians should be placed on the pupil's file.

Serious or more Complex Breaches of School Discipline

- 7.7 Details of an incident of serious misbehaviour should be recorded on a Behaviour Incident Report form and reported to the Head of Year in person whenever possible. If the matter requires immediate attention, the pupil can be taken (or if appropriate sent) directly to his/her

Year Head or to a Vice-Principal, or in their absence to the Headmaster, and a Behaviour Incident Report completed at the teacher's earliest convenience.

- 7.8 Following an initial assessment, possibly involving a preliminary investigation, the Head of Year will decide if the matter should be referred to the Vice Principal (Pastoral) who will determine the next steps to be taken. At the conclusion of the investigation the Vice-Principal, in consultation with the Year Head, will decide the course of action to be taken including the application of sanctions up to and including Headmaster's Detention.
- 7.9 The Vice-Principal will bring the most serious incidents of misbehaviour to the attention of the Headmaster at the earliest opportunity. In these instances the Headmaster will decide how the matter is to be progressed and the sanction to be applied at the conclusion of the investigation. If an urgent decision is required in the Headmaster's absence, the Vice Principals should agree the most appropriate response.
- 7.10 At the conclusion of an investigation into a serious breach of school discipline (i.e. any incident that requires a sanction beyond a Year Heads' Detention) the Head of Year should place a copy of the Behaviour Incident Report form on the pupil's file and forward the original to the Vice-Principal (Pastoral), who will add the report to the School's Behaviour Incident File.
- 7.11 When dealing with incidents of serious or persistent misbehaviour the Headmaster or Vice-Principal may wish to involve the SENCO or take advice from support agencies and /or consult the Chairman of the Board of Governors.

Further General Points

- 7.12 At each stage of an investigation the pupil should be given the opportunity to account for his or her actions and a brief note taken of the interview with the pupil. In the case of a more serious or complex incident a pupil may be required to write an account of the incident.
- 7.13 Following an interview with parents/guardians a brief record of the meeting should be taken on a Parental Interview Record form and a copy placed on the pupil's file.
- 7.14 On occasion it may be appropriate for the Headmaster or a Vice-Principal to call a Teacher Conference involving relevant staff, for example when:
- the behaviour/work of a pupil is causing considerable concern to a number of teachers;
 - it is necessary to obtain a holistic appreciation of an on-going situation regarding an individual pupil or group of pupils;
 - information about an individual pupil or number of pupils needs to be conveyed to a group of teachers.
- A Teacher Conference will be chaired by the Headmaster, a Vice Principal or the Year Head depending on the matter under consideration, and will be attended by relevant teachers and members of the SMT.
- 7.15 Any teacher who is closely related to a particular pupil should not be involved in the investigation of a serious or major incident involving that pupil, and will normally not be invited to attend any Teacher Conference concerning that pupil. If appropriate he or she will be updated or his/her opinion sought at a separate meeting.
- 7.16 Written notification of at least 24 hours is given when the sanction of an after school detention is to be applied. Parents will be informed of serious breaches of school discipline. In serious or persistent cases parents may be asked to meet with the Head of Year, a Vice-Principal or the Headmaster, as appropriate, in order to clarify the School's response to a behavioural incident or pattern, and to discuss a joint approach to encouraging improvement.

- 7.17 Parents/guardians who want to discuss any aspect of school discipline or who feel that their son or daughter has been treated unfairly should, in the first instance, request a meeting with their child's Year Head, by contacting the School Office.
- 7.18 A separate procedure is available for pupils whose academic work is a significant cause for concern.

8. TRAINING AND PROFESSIONAL DEVELOPMENT OF STAFF

- 8.1 The School will provide training and development for its teaching staff relevant to pupil behaviour management matters through induction training for new staff and whole-school INSET together with appropriate training tailored to specific needs and priorities.
- 8.2 The School will provide relevant information and, when necessary, training on pupil behaviour management matters to other appropriate groups of staff, including:
- Lunchtime supervisors
 - Support staff
 - Supply Teachers
 - Student Teachers
- 8.3 The School will provide opportunities for staff to share good practice relevant to the management of pupil behaviour.

9. MONITORING, EVALUATION AND REVIEW

- 9.1 The School will monitor the use of sanctions in order to identify particular issues or trends, and will report to the Board of Governors at regular intervals.
- 9.2 The School will continually monitor and evaluate the implementation of this policy to ensure that the objective of maintaining good discipline in the context of the promotion of positive behaviour is met.
- 9.3 This policy will be reviewed periodically.

10. RELATED POLICIES

- 10.1 Child Protection Policy
- 10.2 Anti-Bullying Policy
- 10.3 SEN Policy
- 10.4 WELB Scheme for the Suspension and Expulsion of Pupils in Controlled Schools

APPENDIX 1

RIGHTS AND RESPONSIBILITIES

THE SCHOOL	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the School’s right to discipline pupils. • To enforce the Pupil Behaviour Policy – including rules and disciplinary measures. • To expect pupils’ and parents’ cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, he or she may be banned from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against pupils who harass or denigrate teachers or other school staff on or off premises – engaging external support services, including the police, as appropriate. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the Pupil Behaviour Policy; • To establish and communicate clearly measures to ensure good order, respect and discipline; • To ensure the Pupil Behaviour Policy does not unlawfully discriminate against any pupil; • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour management strategies; • To support, praise and positively re-inforce pupils’ good behaviour; • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate; • To take all reasonable measures to protect the safety and well-being of pupils, including preventative measures against all forms of bullying and dealing effectively with reports and complaints about bullying; • To ensure staff model good behaviour and never denigrate pupils or colleagues; • To promote positive behaviour through active development of pupils’ social and personal skills; • To keep parents appropriately informed of their child’s behaviour, good and bad.

PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be a valued member of the school community; • To be treated fairly, consistently and with due respect; • To be made aware of any allegations against them and have the opportunity of responding; • To work and play within a clearly defined and fairly administered code of conduct • To be consulted on the development of the Pupil Behaviour Policy; • To be taught in a safe environment that is conducive to learning and free from disruption; • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment; • To get help when he/she needs it, whether with work, bullying or personal worries, and to have a sympathetic audience for his/her ideas and concerns; • To be consulted over issues of concern to him/her and have his /her views listened to and taken into account; • Through parents to appeal to the Principal if he/she believes that the school has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To conform to the conventions of good behaviour, good manners and common courtesy; • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way; • To accept responsibility for his or her own behaviour and learning; • To adhere to high standards of work, attitude and commitment; • To act as positive ambassadors for the school on and off school premises; • Not to bring inappropriate or unlawful items to school; • To show respect to school staff, fellow pupils, school property, the school environment and the property of others; • To come to school on time, with homework done, and suitably equipped for the lessons of the day ahead; • Never to denigrate, harm or bully other pupils or staff; • To seek help if he/she does not understand or is in difficulties; • To cooperate with, and abide by, any arrangements put in place to support their behaviour.

PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be consulted the development of the Pupil Behaviour Policy. • To be kept informed of significant issues relating to their son or daughter's behaviour. • To expect their child to be safe, secure and respected in school. • To have any complaint they make about the School's treatment of their child taken seriously by the school and investigated/resolved as necessary. • To appeal to the Principal and if not satisfied to the Chairman of the Board of Governors, if they believe the school has exercised its disciplinary authority unreasonably. • To appeal against a decision to expel their child to an Independent Appeal Tribunal. 	<ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff; • To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready for the day ahead; • To ensure school staff are aware of any SEN-related or other personal or health factors that may result in their child displaying behaviours outside the norm; • To work with the school in improving their child's behaviour; • To attend meetings with the Principal or other school staff, if requested, to discuss their child's behaviour; • To attend parents' meetings organized by the School. • To adhere to the terms of any Contract or Order relating to their child's behaviour; • To ensure that their child if excluded from school is not found in a public place during school hours, and to attend an interview with the school regarding the exclusion.

SCHOOL STAFF	
Rights	Responsibilities
<ul style="list-style-type: none"> • To work in an environment where common courtesies and social conventions are respected, and to expect high standards of behaviour and commitment so that each pupil works to his or her full potential; • To be consulted about the development of the Pupil Behaviour Policy. • To expect that pupils will follow reasonable instructions from staff, conform to the Code of Conduct and adhere to school rules. • To expect that pupils and parents will respect the disciplinary authority of school staff; • To expect parental support and encouragement regarding pupils' adherence to the Pupil Code of Conduct and to school rules, and obedience to reasonable instructions by school staff. • To expect the positive engagement of parents and pupils with strategies designed to support pupils in improving their work or behaviour. 	<ul style="list-style-type: none"> • To model good behaviour and never denigrate pupils or colleagues; • To adopt a positive attitude to discipline and to set an appropriate example; • To be sympathetic, approachable and alert to pupils experiencing difficulty or falling behind with their studies. • To listen to pupils, respect their views, value their contributions and acknowledge their efforts; • To strive to establish an effective learning atmosphere in class, characterised by positive relationships with pupils; • To apply the Pupil Behaviour and Discipline Policy with fairness, consistency, firmness and commonsense, taking into account particular circumstances; • To use only disciplinary measures and procedures that comply with the School's Pupil Behaviour Policy; • To intervene whenever and wherever pupil misbehaviour is witnessed.

APPENDIX 2

CLASSIFICATION OF GOOD BEHAVIOUR (INCLUDING SERVICE TO THE SCHOOL)

Code of Conduct for Pupils

The Code of Conduct for Pupils defines the School's expectations of good or excellent behaviour and achievements through a list of illustrative examples. Achievements and good behaviour will, as far as practicable, be affirmed through: praise, positive comment, congratulations, school awards and prizes, honours, recognition in assemblies, photographic displays and celebration of notable successes. A consistent record of good behaviour is a prerequisite to selection as a prefect.

Achievements (according to ability)

- High quality classwork/homework/coursework
- Good academic progress and test results
- Sporting and/or cultural involvement and achievements
- Participation in extra-curricular activities
- Fund raising for charity
- Handing in lost property/valuables
- Actions that support and help others

Behaviour to Others

Pupils are expected to:

- Co-operate fully with members of staff at all times and obey instructions
- Give way to members of staff and visitors at doors and in corridors
- Knock before entering a classroom when delivering a message
- Always address staff and visitors in a courteous manner, using the appropriate title
- Co-operate fully with prefects
- Accept the right of others to hold views and express opinions which may differ from their own.
- Show willingness to help staff or other pupils

Behaviour in Classroom

Pupils are expected to:

- Arrive punctually and wait outside until any previous class has left
- Have the books and materials necessary for the lesson
- Enter the room quietly and sit in the usual seat
- Immediately open books ready for work without having to be told
- Get on with work in an orderly manner
- Remain seated during the lesson unless otherwise directed
- Observe the usual norms of politeness (e.g. keep quiet while the teacher is talking; put up hand in response to general questioning and wait until invited to answer)
- Not eat, chew or drink during class
- Not interfere with school property, equipment or wall displays
- Dispose of litter appropriately in bins and report any graffiti that may appear
- Note details of homework in Homework Diaries
- Pack up books and leave only when instructed to do so by the teacher.

Behaviour in corridors

Pupils are expected to:

- Walk, not run, on the right hand side of the corridors and staircases
- Queue in an orderly manner outside classrooms in single file
- Place litter in the bins provided
- Avoid leaving school bags in such a way as to cause hazard. Bag racks have been provided.

Appearance

Pupils are expected to:

- Take pride in their appearance
- Wear regulation uniform only, both in school and on the way to and from school
- Wear jewellery in moderation (1 pair of stud ear-rings and 1 ring)
- Be neat and tidy in appearance (ties must be properly knotted, collars buttoned, shirts and blouses tucked in, etc.)
- Be well groomed (hair must be in a style acceptable to the school; extremes are not permitted).

Property

Pupils are expected to:

- Secure all personal belongings in their lockers or take them home
- Keep their locker bays neat and tidy
- Make use of security boxes when available (for example at games, P.E. etc.)
- Never borrow another pupil's property without permission
- Respect school property and report any accidental damage immediately.

Behaviour during Break and Lunch time

Pupils are expected to:

- Queue in an orderly manner for both dining room and at vending machines etc.
- Be well mannered and co-operate fully with the dining hall staff and lunchtime supervisors
- Leave lunch rooms neat and tidy.

Behaviour outside School

Pupils are expected to:

- Act as ambassadors for the School when outside school premises or meeting members of the public;
- Maintain high standards of behaviour when
 - On any school-related activity or event (musical, sporting, work experience etc.)
 - Representing the School
 - Travelling to or from school
 - Wearing school uniform.

APPENDIX 3

CLASSIFICATION OF UNSATISFACTORY BEHAVIOUR

The examples listed below are given for illustration and general guidance, and are by no means intended to be exhaustive. Additionally, as the classification of any particular misdemeanour frequently involves the application of judgement and commonsense, taking particular circumstances into account, the School reserves the right to make the final decision regarding the classification of any individual incident, or sequence of incidents, of misbehaviour, and regarding the appropriate response or sanction to be applied.

1. Examples of minor breaches of school discipline:

- Failure to co-operate with school procedures
- Creating excessive noise in corridors
- Dropping litter, chewing gum etc.
- Forgetting the necessary books or equipment
- Homework incomplete or not done
- Uniform infringements
- Lack of effort/concentration in class
- Lack of courtesy to staff
- Lateness without good reason
- Inappropriate comments/behaviour towards other pupils

Minor breaches of school discipline should be dealt with by the teacher concerned. In many cases a quiet word or a verbal reprimand should suffice. Other options include community service at lunchtime, completion of additional work or a short essay or structured activity to encourage reflection on the misdemeanour. The relevant Year Head should be kept informed of repeated instances of misbehaviour or trends that become apparent for individual pupils.

2. Examples of major breaches of school discipline:

- Repeated and persistent minor breaches of school discipline
- Repeated failure to cooperate with school procedures
- Absence from class without permission
- Bullying of other pupils (refer to anti-bullying policy)
- Repeated or persistent failure to do homework
- Disruption of a class
- Verbal abuse of, or offensive comments about, another pupil or member of staff
- Circulation of offensive or abusive material about staff or other pupils
- Disobeying a member of staff or rudeness or cheek towards a member of staff
- Threatening other pupils
- Repeated unnecessary physical contact with another pupil designed to intimidate or threaten e.g. pushing, shoving etc. in corridors
- Persistent indifference or refusal to work satisfactorily
- Use of bad language
- Use of mobile phones during the school day *
- Misuse of or deliberate damage to school equipment or property
- Use of electronic devices (such as camera phones, digital cameras, mp3 players etc.) to record or transmit images or sound without prior permission *
- Unauthorised access to classrooms
- Misuse of school ICT facilities
- Cheating in tests, homeworks etc.
- Failure to attend a detention without the advance agreement of the teacher concerned

In most cases a Year Heads' Detention is the appropriate response to an instance of major misbehaviour, and a request should be made to the Year Head by means of a Behaviour Incident Report. However, instances of persistent refusal to work appropriately or of disruption to classes should be referred to the relevant Head of Department in the first instance. A separate procedure is available for pupils whose academic work is a significant cause for concern. The option of withdrawing certain privileges is available to Year Heads and other senior staff as an appropriate response to particular misdemeanours (in practice this will usually be relevant to senior pupils).

* Pupils who misuse a mobile phone or any other electronic device will have the item confiscated temporarily. (Further details can be found in the School's Policy on the Use of Mobile Phones and Electronic Equipment)

3. Examples of serious breaches of school discipline:

- Repeated or persistent major breaches of School Discipline
- Repeated or serious bullying incidents
- Failure to comply with an approved punishment
- Cheating in examinations
- Breaches of security on the School's Computer Network or deliberately facilitating such breaches
- Theft
- Truancy from school, or leaving school during the day without permission (especially if a car is used to transport other pupils by car during the school day without permission)
- Acts of violence, physical aggression or threats of violence towards others
- Fighting
- Grossly offensive comments, especially to or about another pupil or member of staff
- Flagrant disobedience or insolence towards a member of staff
- Gross discourtesy towards a member of staff
- Acts of violence against the person or property of school staff
- Tampering with school fittings or fixtures so as to cause damage or a safety risk
- Use of obscene or grossly abusive language
- Serious misuse of mobile phones
- Misuse of images or sound recordings of pupils or staff
- Possession or distribution (in printed or digital form) of indecent images
- Vandalism including deliberate destruction of or damage to property
- Smoking or vaping during the school day or while in uniform
- Possession, use or being under the influence of alcohol or illegal drugs (refer to drugs policy) while in school uniform or on a school related activity
- Bringing the School into disrepute while in school uniform or during a school trip, visit, sporting fixture etc.
- Use of electronic communications to bring the School into disrepute.

Serious breaches of school discipline must be referred to the Year Head immediately. The incident will be investigated and, if necessary, referred to the V.P. (Pastoral). The Principal will be informed of all serious breaches of discipline, and will, if appropriate, bring the matter to the attention of the Chairman of the Board of Governors. Appropriate sanctions include Headmaster's Detention, Internal Suspension, Suspension or Expulsion, depending on the nature and degree of the offence. Parents/guardians may be required to meet with a Vice Principal or the Principal. The School reserves the right to suspend any pupil suspected of a serious breach of discipline pending an investigation.

APPENDIX 4

ROLES AND RESPONSIBILITIES

Class Teacher

- Establishing a structured and disciplined atmosphere conducive to work
- Provide work appropriate to the age and ability of the pupils
- Make a note in the homework diary of any significant lapses in good behaviour, work related problems or positive achievements
- Inform the Year Head of repeated instances of minor misbehaviour or trends that become apparent for an individual pupil
- Seek support from the Head of Department regarding classroom management if and when the need arises
- Attend and contribute to Teacher Conferences on pupils causing concern
- Keep the Head of Department informed about pupils who are habitually underperforming.

Form teacher

- To educate pupils on expected behaviour patterns as part of the PD programme
- To educate pupils about school procedures
- To monitor attendance and lateness on a daily basis
- To regularly monitor homework diaries recording significant remarks?
- Liaise closely with the Head of Year and keep him/her informed of pupils who are causing concern
- To assist the Year Head in dealing with pastoral or disciplinary issues that may arise
- Build a sense of community within the class
- Attend and contribute to Teacher Conferences on pupils causing concern
- Insist on high standards of general appearance, compliance with uniform regulations and school procedures.

Head of Department

- Support teachers in Department in establishing good discipline and in classroom management
- Reprimand pupils sent to them for poor behaviour or work and, when appropriate, impose an appropriate sanction with the agreement of the teacher
- In consultation with the class teacher and pupil, draw up short-term targets for improved performance
- Ensure that an Academic Cause for Concern Report (with action taken) is completed and forwarded to the Head of Year when necessary.
- Supervise pupils withdrawn from a class within their department (if deemed the best course of action)

Head of Year

- Keep an overview of pupils in the Year group monitoring attendance, punctuality, uniform, Behaviour record sheets etc
- Keep records of the above and make these available as requested
- Keep the Vice Principal (Pastoral) informed about pupils who are causing concern
- Apply the sanction of Year Heads' Detention in accordance with the Discipline Policy
- Apply other sanctions as appropriate

- Liaise with the parents/guardians of children who are causing concern and to promote a joint approach
- To meet with parents, completing a record of the meeting afterwards
- Interview pupils about behaviour incidents or academic concerns/ social concerns
- Attend and contribute to case conferences on pupils causing concern
- To liaise with the Vice-Principal
- To monitor identified pupils closely e.g. using report cards
- To coordinate the setting of work to be completed during internal suspension
- To coordinate the setting of work to be completed during suspension from school

SENCO

- To place pupils at the appropriate level on the SEN register in consultation with Headmaster
- To put in place individual education plans as dictated by register
- To seek support from external agencies as appropriate.
- To communicate/meet with parents of SEN children who are causing concern
- To review the register annually, removing or adding pupils with the consent/knowledge of parents
- To put in place strategies to manage the behaviour of referred pupils

Vice-Principal

- To support staff when dealing with issues of discipline or poor academic progress.
- To discuss with Year Heads appropriate sanctions and/or support.
- To keep the Principal informed on major breaches of behaviour
- To liaise with support organisations
- To liaise with the SENCO
- To issue Headmaster's Detentions as an appropriate sanction
- To supervise Headmaster's Detention
- To investigate major cases of misbehaviour
- To act in the role of Headmaster on disciplinary issues when he is absent
- To review school discipline procedures, including monitoring the use of disciplinary measures and compliance with the disciplinary policy
- To have access to all sanctions stated above

Principal

- To keep an overview of school discipline, including the use of disciplinary measures and adherence to the Pupil Management and Discipline Policy
- To report to the Board of Governors on the implementation of this policy
- To liaise with VPs/SENCO
- Meet with parents on major discipline issues
- To have access to all sanctions stated above
- To issue Headmaster's detentions as an appropriate sanction
- To supervise Headmaster's Detention
- To initiate suspension/expulsion procedures
- To review issues related to pupil behaviour management, discipline and policy.

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