



Arnold Lodge School Policy for Discipline and Behaviour of Pupils

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Aims:

Arnold Lodge seeks to emphasise traditional values, encouraging in our pupils the personal qualities of confidence, self-esteem, good manners, self-discipline, consideration for others and care for the school environment.

Pupils are expected to demonstrate and receive respect and understanding in their interactions with adults and peers in all aspects of their school life. They will be given support in understanding the parameters of positive choice concerning their behaviours and the consequence of their actions. Pupils will demonstrate responsible and positive attitudes to the school environment, their own belongings and those of others.

The school is committed to ensuring that discrimination in terms of race, religion, culture, sexual orientation, social class, gender or disability does not take place. The school aims to prevent bullying (see anti – bullying policy) and should it occur, to deal with it speedily and effectively. We aim to deal sensitively and carefully with any incidents should they arise. Arnold Lodge aims to be a learning environment where pupils are well behaved, respectful of others and their environment. Pupils should feel safe and secure and able to fully benefit from the opportunities available at school. **We aim to reduce barriers to achievement.** Corporal punishment is not used at Arnold Lodge.

Objectives:

To maintain a consistent approach in promoting good pupil behaviour and in responding pro-actively and effectively to inappropriate/unacceptable behaviour.

To support pupils in demonstrating their understanding of good manners, self discipline, consideration and respect for others and their belongings whilst at school and when involved in school activities outside school.

To provide opportunities for pupils to feel confident and grow in self esteem.

To provide guidance and support for pupils in making positive choices concerning behaviour and understanding the consequences of their actions

To communicate fully the school rules and expectations of behaviour and the intolerance of discrimination in any form, and of bullying.

For pupils to understand and commit to a code of practice concerning bullying

For pupils and staff to understand the framework for sanctions for inappropriate behaviour and bullying

Strategies for Implementation:

Part One: Promoting Positive Behaviour

1. Enhance the motivation to learn in all pupils, by praising and/or rewarding positive behaviour by
 - Providing appropriate curriculum access for all varying teaching and learning styles according to purpose and group
 - Providing challenge and pace in lessons
 - Providing prompt and supportive marking of work
 - Providing time for personal learning target setting, reflection and guidance of pupils
 - Using display to celebrate pupil success
 - Recording commendations for pupil behaviour in the behaviour book
 - Encouraging pupils to commend the behaviour of friends in the friendship box
 - Sharing of commendable behaviour in assemblies
 - Principal's commendations

2. Combat bullying and maintain an orderly environment, by
 - Dealing promptly with reported incidents, verbally, in the behaviour book, friendship box
 - Ensuring that students feel that their complaints are taken seriously
 - Reinforcing required standards of behaviour in class, assemblies, playgrounds, on the sports fields, corridors, stairs, when travelling in the school buses, on visits and residential trips
 - Providing care and guidance from form tutors

3. Developing personal and social skills and positive attitudes and values, by
 - Providing an effective programme of personal, social, health **and economic** education
 - Exploring and celebrating positive images of people from diverse cultures and beliefs in assemblies
 - Encouraging participation in and contribution to schools council
 - **Encouraging excellent role models through the senior council, head pupil and deputy head pupil**

- Encouraging pupils to work with staff to develop pupils' behaviour, skills and sense of self worth. Tutors can refer pupils to named staff for a variety of reasons including, poor behaviour, low self esteem, bullying behaviour, being victims of bullying, difficult family circumstances, low level of social skills, and standard of work.
- 4 Developing a sense of achievement and self esteem, by
- Providing recognition, praise and reward of achievements in and out of school, through records of achievement, presentations, display, the House star system, portfolios of work
 - Commending outstanding behaviour. If pupils in Years 1-10 are thought to have engaged in behaviours that are particularly commendable tutors will record this in the behaviour book. At Arnold Lodge we have high expectations of behaviour but commendations might include: befriending an isolated pupil, initiating and following through helpful practical support of a teacher or other member of staff; sustained and successful improvement of former poor behaviour; unusual positive contribution to school life.
- The Principal will be available each week to meet with pupils who have had a commendation in the previous week. Following 3 commendations the pupil will receive a Principal's Commendation for praiseworthy/ outstanding/impressive behaviour.
- 5 Ensure understanding of the school ethos and practice, by
- Publication of school values in the prospectus
 - Reinforcement by class teachers, form tutors, in class/tutor time or with individuals and groups
 - Reinforcement through assemblies, school council, senior council
 - Code of conduct in the pupil planner
 - Code of conduct for staff
 - Through the appointment of Prefects. Amongst other duties and responsibilities they are expected to act as role models for younger pupils. They receive training and support in order for them to do so successfully
 - The practices of the senior council (to be finalised 2009/10)
- 6 Apply disciplinary procedures appropriately and consistently, by
- (See Part 2 of this document)
- 7 Apply the Code of Practice for students with learning and/or behavioural difficulties and maintain effective educational support, by
- Following an agreed procedure for implementing and monitoring IEPs (individual educational plans)
- 8 Maintain close liaison with parents, by
- Individual interviews, as and when required
 - Use of the pupil diary, report cards, newsletters
 - Involvement of parents in the use of IEPs
 - Parent evenings

- 9 Provide appropriate staff development and support, by
- Discussing pupil individual needs through “pupil alert” in orientation and staff meetings, the behaviour books, **the bully book ?**
 - Discussing behaviour management issues with NQTs, new staff or teachers of specific pupils
 - Allocating funding to meet individual or whole staff needs on issues relevant to this policy

Part 2: Responding effectively to inappropriate behaviour

Disciplinary procedures.

Pupils are expected to work sensibly, to move about the school quietly and to be courteous at all times. In the Foundation stage, and in KS1 teachers may need on occasions to use a variety of strategies to ensure understanding of rules and guidelines for behaviour, including talking with the child about the behaviours, separating the child to another area accompanied by an adult, through restraint (see guidelines)

In order to ensure that pupils in KS2, KS3 and KS 4 can be educated in a safe, secure and ordered environment, it is sometimes necessary to impose sanctions and to impose them firmly, appropriately and consistently. The main sanctions can take various forms, in increasing order of seriousness.

1. Pupil Alert.

In order for staff to monitor pupil behaviour and share concerns, tutors and class teachers receive information from colleagues concerning the behaviour of pupils through “Pupil alert” in staff meetings and in orientation meetings.

Behaviour Books

These books record behaviours considered to be misdemeanours and those behaviours worthy of commendation. This strategy for monitoring pupil behaviour ensures that observations of pupils in a variety of contexts, both physical and social, are shared amongst all teachers relevant to the child concerned. Through subsequent discussion during pupil alert sessions, consistency of response to the pupils named is ensured. Entries in the books also provide evidence to parents and other agencies as considered appropriate by the Principal in the event of suspensions, expulsions or any subsequent appeals. Form tutors should check the behaviour books on a weekly basis and initial and date the check.

Misdemeanours:

If pupils in Years 1-10 are thought not to achieve the standards expected in behaviour and discipline tutors record this in the behaviour books.

Staff will support pupils in improving behaviour and understanding the thoughts and feelings of others. Staff will use a common sense approach to what constitutes a misdemeanour, but entries should be made **only** for serious or repeated misdemeanours. These may include:

Physical: Acting with intent to push, kick or trip, interfering with others games, pushing in a queue, rowdy behaviour in the locker rooms.

Verbal: Insulting others by reference to disability, race, religion, culture, homophobia, sexual/sexist references, talking inappropriately in class or assemblies, rowdy behaviour.

Manners/respect: Talking over a member of staff, calling out when asked not to do so, not standing when an adult enters the room, not following Prefects instructions, slamming doors on others, poor behaviour when eating in the dining room

Property/belongings/uniform: Taking items without permission, mistreating school property, bags left outside, leaving school in an unkempt fashion, pulling at others uniform or clothes

In/out of lessons: disturbing the others right to learn, mocking others attempts to answer questions, encouraging others to behave in an unacceptable way, failing to produce homework, repeated lateness without good reason

Cyber: Acting in a way as to cause hurt or offence through text messaging, emailing, photographs, social networking sites.

If there is a series or pattern of misdemeanours which seem targeted adversely towards another then the tutor must bring this to the attention of the Principal by completing the bullying incident form found in the cabinet in the staff room. (See anti bullying policy) The Principal will follow the guidance in the anti bullying policy and sanctions may include:

Disciplinary steps:

- Official warnings to cease offending
- Being placed on report
- Detention
- Internal “cooling off “ period
- External “cooling off” time, minor fixed term exclusion
- Major fixed term exclusion in the case of severe and persistent bullying
- Suspension

3. Detention

If a pupil persists in repeating misdemeanours action is taken. After 3 misdemeanours the parents of the pupils are contacted by the tutor and apprised of the situation. Should the pupil persist and 5 misdemeanours are recorded the pupil will be placed on detention with the Principal and the parents invited to meet with the Principal to discuss the shared way forward. Pupil and parents will be given advanced notice of the detention at least 72 hours beforehand, with reasons for the detention. It may be that pupils in KS 3 and 4 will be required to attend detention set by individual staff if work or homework has not been completed to the satisfaction of the member of staff or has not been done. The detention will consist of making up the work in question and be supervised by that member of staff, having notified the Second Master in advance.

Pupils on Report

As part of the support for pupils in Years 3-10 to reflect on and improve behaviour they may be placed “on report”, with pupils setting targets with the form tutor and member of SMT. All staff who teach the pupil contribute to the monitoring of success or failure to achieve targets. This is not to be viewed as a punishment by the pupil or treated as such by the staff but as the development of self-discipline. Parents are informed and where possible are encouraged to discuss how the management of behaviour is agreed and shared at home and at school.

4. Internal “Cooling off” time

If a pupil has 15 misdemeanours in a term or 3 detentions in a term or where the pupil is involved in a grossly unacceptable act e.g. swearing at a teacher, being impolite to visitors, intentionally hurting another child, bringing disgrace to the school name, offensive behaviour to peers, damaging school property intentionally, the pupil will have a “cooling off” period. It will normally be of 2 days duration. During this time the pupil may be suspended from prefect duty, school council representation and other offices held. The pupil may not represent the school in fixtures, or be involved in extra curricular activities. Pupils will not take part in playtimes. During this time the pupil will be on report for 2 days to enable teachers to evaluate improvements, which may lead to reinstatement or further internal “cooling off”. Parents will be fully informed and made aware that external “cooling off” measures or suspension may later occur should the behaviour remain unchanged.

5. External “Cooling off” time

If a pupil continues to behave in unacceptable ways then an “external cooling off” period will come into force. Pupils will remain at home for two days for a period of reflection. Teachers will provide work for the pupil during this time. The school will endeavour to work in full collaboration with parents in working towards helping the pupil to think about strategies for improvement of behaviour. The pupil will receive counselling support on his return to school after this period. The parents will be informed that suspension could result if the pupil behaviour does not improve.

6. Suspension

Where a pupil is involved in behaviours of a serious nature including gross misconduct, which include but not exclusively the following - intentionally harming peers, severe and persistent bullying, staff or others, theft or damage to school property and that of others, illegal substances brought in to school, dangerous implements brought into school, deliberate victimisation, inappropriate sexual activity, the Principal or her appointed person may suspend the pupil for a determined time. She may also suspend a pupil for 2 related internal “cooling off” periods or 3 internal unrelated “cooling off” periods. Parents will be notified before these sanctions are taken.

7. Physical Restraint

In circumstances where a pupil may need to be prevented from engaging in behaviours that are likely to cause injury to themselves and/or others or damage to property, authorised staff may use reasonable force to physically restrain pupils. The Principal has designated the following persons as authorised persons: the staff of the Foundation stage, the co-ordinator of PE, and the Second Master. Incident report forms will be completed, and the Principal/Vice Principals and parents notified. (See Guidelines for the use of restraint)

Role Models:

Prefects are selected on set criteria. Amongst other duties and responsibilities they are expected to act as role models for younger pupils. They receive training and support in order for them to do so successfully. Other pupils are selected to bear responsibility in a range of areas including the School Council, Fruit Bar, the Library, as Form Captains and as 'buddies' to new pupils. **Other roles of responsibility and opportunities to be excellent role models include Head of School, Deputy Head of School and member of the Senior Council.**

Pupil self-evaluation:

During PSHEE pupils will evaluate their own behaviour and their relationships. They will evaluate their academic progress during lessons, setting targets for themselves in curriculum areas and in their behaviour.

Assessment:

This policy and the procedures it contains will be reviewed annually

Resources:

Behaviour books
Certificates of commendation
Star sheets
Anti bullying statement
Self-evaluation sheets
Behaviour box
Staff handbook
Anti - Bullying Policy
Guidelines on restraint of pupil
PSHEE policy

Review of the policy: Annual

October 2009

Review October 2010

