



## **PUPIL BEHAVIOUR AND DISCIPLINE MANAGEMENT**

### **INTRODUCTION**

**1. Key Precepts.** Three precepts are central to the moral code and idea of good citizenship which Halliford seeks to encourage. These precepts should be kept in mind when dealing with any discipline and behavioural issues. They are:

- Showing respect for other people.
- Being honest in all one's dealings with others.
- Taking responsibility for one's own actions.

**2. Aims.** Most discipline and behavioural issues at Halliford are usually of a minor nature and can be dealt with by individual teachers as part of their normal duties. Occasionally, this ceases to be the case. The two main purposes of the procedures outlined below are to provide :

- A supportive framework for the consistent management of behaviour.
- Guidance to staff when faced with behaviour and discipline issues.

**3. Scale.** The issue or incident ceases to be of a minor nature when it is either clearly more serious or when a pupil, despite attempts to get him to moderate his behaviour, persists in behaving in a disruptive and/or inappropriate manner. If in doubt as to how serious an incident is the member of staff concerned should consult with the appropriate tutor and/or a senior member of staff.

### **GENERAL PRINCIPLES**

**4.** The key principles to bear in mind when dealing with pupil discipline and behaviour are:

- To deal with an incident with the minimum of escalation.
- To maintain a sense of proportion.
- To be fair and consistent.
- To liaise with other relevant members of staff at the earliest opportunity.
- To keep a record (with copy on file) of incidents and how they were dealt with.
- To involve parents and get their support sooner rather than later.

**Comment.** Whilst parents do not need to be know about every minor peccadillo, it is better to involve them sooner rather than later , when a pattern of behaviour is emerging and/or there are more serious issues. They are more likely to be supportive if they feel that they have been kept properly in the picture. Do not wait until the next Parent Teacher evening. Far better to arrange a separate meeting.

**5. Positive Reinforcement.** Crucial to the development of civilised behaviour in young people is the use of 'positive reinforcement' whenever possible. The rewarding and encouraging of good behaviour is more likely to result in a change for the better and in steady improvement than endless criticism. This does not mean that bad behaviour should not be confronted but that on its own it is not enough. The overwhelming majority of people respond positively to praise and recognition. It is often those whose behaviour is the most difficult who respond best to positive reinforcement. Staff are encouraged to find and praise the positive in all pupils but especially in those where it is least evident.

## **STANDARD PROCEDURES**

6. The following procedures, while not intended to be rigidly prescriptive, are those which are expected to have been gone through before a problem is referred to the Deputy Headmaster and/or Headmaster. However, if in the judgement of the individual teacher, the problem is so serious and/or so immediate as to require the involvement of the Deputy Headmaster or Headmaster, they should not feel constrained from making an immediate referral.

a. Deal with minor offences using the sanctions available (see below). In most cases there is little need to go beyond a censure or standard.

b. If unclear as to why a pupil is behaving badly or not working consult the Form Tutor. He/she will have some background knowledge which may assist in solving the problem.

c. If despite admonitions, censures and a standard, the behaviour continues the **parents should be informed**. If the teacher knows the parents well a telephone call may be the best method. If the parents are not well known write a letter and arrange to see them.

**Comment.** It may be worth having the Tutor present at any meeting. He/she will know the parents well and can provide useful support.

d. If a pupil persists in not working or in behaving badly it is sometimes useful to run a **teacher detention** whereby the pupil is kept behind after school at the behest of and under the supervision of the teacher concerned. Parents must be given 48 hours notice.

e. If a pupil is being so disruptive in class that the whole lesson is being undermined they should be **sent out of the class**. They **must not** be left in a corridor but are to be sent to the Deputy Headmaster who will then deal with them. They should be sent with a brief note explaining the circumstances.

**Comment.** The teacher concerned should see the Deputy Headmaster at the earliest opportunity in order to give him the full background and to decide on the way ahead. The Form Tutor should also be consulted. The way ahead will depend upon whether the incident is a 'one off' or part of a wider pattern.

f. In cases of repeated inadequate work or misbehaviour the teacher can ask the Tutor to place the pupil concerned on a Tutor's Report card. The card will indicate whether it is for academic work or behaviour. It is the responsibility of the Tutor to inform the parents. They are required to sign the card.

g. Once a pupil has acquired 5 censures they will be placed into school detention automatically. If a teacher feels that their behaviour or work merits a school detention before they have 5 censures this can be arranged via the relevant Senior House Tutor.

h. Once a pupil gets more than two school detentions they will automatically be placed in a Headmaster's Saturday morning detention.

## **TYPES OF OFFENCE**

7. Offences can be divided into minor and serious offences. The lists below do not pretend to be

complete. They merely aim to provide helpful guidance. Minor offences can become serious when they persist and become part of a disruptive and/or negative pattern of behaviour.

**8. Minor Offences.** Set out below is a list of minor offences.

- Late, incomplete or not attempted work.
- Absence and unpunctuality.
- Eating in undesignated areas.
- Low level misbehaviour in class.
- Low level dishonesty.
- Spitting and chewing gum.
- Improperly dressed.
- Failure to attend lessons with the correct books and equipment.
- Displaying bad manners to a member of staff.
- Rowdiness in the corridors, classrooms or playground.
- Littering.

**9. Serious Offences.** Set out below is a list of serious offences.

- Serious classroom disruption.
- Serious ill manners and rudeness to a member of staff.
- Generally disruptive and anti-social behaviour.
- Malicious damage to school or individual property.
- Substance abuse of any kind.
- Fighting and/ or being in possession of any offensive weapon.
- Stealing.
- Cheating.
- Persistent lying.
- Serious and/or persistent bullying.
- Internet, Email or mobile telephone abuse.

## **SANCTIONS**

**10. Minor Sanctions.** The minor sanctions available to all staff are as follows:

- Admonition.
- Censure.
- Standards.
- Teacher detention.
- Sent out of lesson.
- Letter home to parents/guardians.
- School detention.
- Form Tutor's Report Card – these are held by the Headmaster's Secretary.

**11. Major Sanctions.** The major sanctions for use in the event of serious misbehaviour are only available to the Headmaster/Deputy Head or the Headmaster alone. All are accompanied by communication with parents/guardians including a letter home. They are as follows:

- Headmaster's Report Card - these are held by the Headmaster's Secretary.
- Headmaster's Detention.
- Exclusion from a subject for a fixed term.

- Exclusion from lessons for the rest of the day.
- Suspension from School for a fixed term – varying from one day to two weeks.
- Removal from the School.
- Expulsion from the School.

**12. Merits and Censures.** Merits and Censures can be given both for behaviour and for academic work. **Merits** are given in reward for positive efforts and work attitudes, as well as for good behaviour and for being helpful. The fact that there are more pages in the diary for the earning of merits than those for censure reflects the School’s philosophy towards the nurturing of a happy and hard-working community. **Censures** are given when the expectations outlined above begin to break down. It is important to stress that when a merit or censure is given, the teacher must date and initial the appropriate box on the merit or censure page, and give a brief reason for the merit or censure.

**a. Eligibility.** Merits and censures are only given to those in Years 7 to 10. Members of Years 11, 12 and 13 do not receive merits or censures. They are expected to behave with greater maturity and to perform to their best in all areas of the curriculum. They are nonetheless given public recognition for outstanding work, behaviour or achievement.

**b. Procedures for Merits and Censures.** The detailed procedures for the giving of merits and censures are set out at **Section 5 to Part D** of the handbook. They are also to be found in each Pupil Diary. Form Tutors need to note the following in particular:

- They must record the all Censures and Merits obtained by members of their form.
- If a pupil is getting large numbers of censures they should inform the Deputy Head.

**13. Exclusion from Lessons.** Pupils may be excluded from lessons when their behaviour is such that it is disrupting the teaching of the class. In the first instance, a teacher may send a pupil out to see the Deputy Headmaster who may then return him back to the class. Should such disruptive behaviour persist the Deputy Headmaster may decide on a subsequent occasion to exclude the pupil from the remainder of the day’s lessons. In this instance, the pupil will be placed under supervision with work to do. Should the behaviour be limited to a particular class but continue to persist the option of excluding the pupil from those classes for a fixed period of time might be invoked. Should this be the case the decision would be taken by the Headmaster and the parents would be invited to a meeting.

**Comment.** Where a pupil is developing a pattern of disruptive behaviour parents must be involved as soon as possible. See **Section 3** of this Part of the Handbook for the school’s policy for dealing with disruptive behaviour in the classroom.

**14. Suspension.** Suspension is only used for a serious or persistent misbehaviour. It can only be awarded by the Headmaster or the Deputy Headmaster. The following procedures will be used when a suspension is awarded:

- Parents will be contacted to ensure someone can collect/receive the pupil.
- Parents will be fully informed of the reasons for the suspension by phone and letter.
- Parents will be told of the length of the suspension & re-admission arrangements.
- For a suspension lasting longer than two days work will be set and sent home.
- The pupil will be required to write letters of apology when appropriate.
- For a suspension longer than two days the pupil will be required to return with a set of targets they would like to achieve and an essay on how they intend to improve.
- Pupils may be set other tasks by the Headmaster and the Deputy Headmaster.

- On return the pupil will see the Headmaster or the Deputy before returning to class.

**Any pupil the subject of a suspension longer than two days will usually receive a written warning as to their future conduct. In some cases this may be a final warning as to their position in the School.**

**15. Written Warnings.** Written warnings are provided to parents when the behaviour of their child is such that they are likely either to be suspended or, in exceptional cases, is jeopardising their continued presence in the School.

**a.** In the event of a pupil behaving in a way which makes a suspension likely or receiving a first brief suspension parents and guardians will usually be sent a letter warning them that if their child continues to behave badly he/she will be suspended or, in the case of a brief suspension, be suspended for a longer period. Any such written warning will be time limited and contain advice on how the pupil can help put matters right. When a warning is issued there would be a meeting with the parents/guardians concerned to plan the best way forward.

**b.** In exceptional cases where all efforts to moderate and improve the behaviour of a pupil seem to be making no headway it may become necessary to issue a final warning i.e. should their behaviour fail to improve they would be required to leave the School. Such a warning would also be time limited and would always involve a formal meeting with the parents/guardians concerned to plan the best way ahead.

**16. Removal or Expulsion from the School.** In cases of very serious or grave breaches of discipline the Headmaster may require a pupil to be removed from the School or may expel a pupil directly. In either occasion this will be after consultation with the Chairman of Governors and a full investigation of the circumstances. The detailed policy and procedures are set out in **Annex A** to this Section of the Handbook.

**a. Removal from the School.** The requirement to remove a pupil from the school will be for a very serious breach of school discipline such that their continued position in the school has become untenable because their presence is a threat to the education or well-being of others or because their behaviour has shown that they do not accept the values and standards of the School and do not value the school community. Should the parents and guardians refuse to do so the Headmaster will be within his rights to move to expulsion.

**b. Expulsion.** Expulsion will be used for a grave breach of discipline when the behaviour of a pupil is either criminal or a wilful act calculated to cause damage to the School, its community or any of its members. Theft and the bringing onto or use of illegal drugs on the premises of the School or on any School trip will usually result in automatic expulsion.

**17. Guidance Table for Use of Sanctions.** Set out at **Annex B to this Section** of the Handbook is a guidance table for the use of sanctions. It is not intended to present a rigid or prescriptive formula as staff must use their professional judgement as to what is appropriate in any particular situation. When in doubt they should seek advice from a senior member of staff.

**18. Record Keeping.** Staff **MUST** keep records of all punishments issued and the details of all incidents. This will enable patterns of behaviour to be identified as well as providing evidence in the case of both persistent offenders and difficult and un-believing parents.