



BOLDON SCHOOL POLICY ON DISCIPLINE

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Background

Amongst the stated aims of the school are:

1. To provide a working environment that is both supportive and challenging.
2. To provide an environment with a positive atmosphere in which pupils can learn.
3. To foster the philosophy that everyone matters.

Other documents refers to values which are the basis of the way in which the school conducts itself; among those values are:

- Consideration for other people.
- A thoughtful and critical approach to other people's opinions.
- A responsibility towards obligations.
- A concern for justice and fair play.
- A belief in the value of teamwork and co-operation.
- A concern for the environment.

All these concepts need to be borne in mind as a foundation for any code of conduct for either pupils or staff.

General Principles

- 1) Any system of discipline must be regarded as a positive and constructive process; the mainstay of a system must be the encouragement and rewarding of good behaviour rather than the punishment of unacceptable behaviour. Use the positive referral forms.
- 2) Any system of discipline must have the full and active support of all members of staff if it is to be successful. It is vital that individuals see it as part of their responsibility toward colleagues that unacceptable behaviour is dealt with on the

spot.

- 3) Consistency in the application of the system of discipline is also necessary to its effectiveness; this again emphasises the collective responsibility that all members of staff must accept.

Code of Conduct for Pupils

The one rule for all of us is:

- Everyone will act with courtesy and consideration to others at all times.

This means that:

- 1) You always try to understand other people's point of view.
- 2) In class you make it as easy as possible for everyone to learn and for the teacher to teach. (This means arriving on time with everything you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times.)
- 3) You move around the school with consideration. (This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things.) In crowded areas please keep to the left. Use the correct doors for entry to and exit from the Languages Block and the Administration Block.
- 4) You always speak politely to everyone (even if you feel bad-tempered!).
- 5) You are silent whenever you are required to be.
- 6) You keep the school clean and tidy so that it is a welcoming place we can all be proud of. (This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly of other people's work.)
- 7) You must not bring to school any materials or objects which may cause harm to yourself or others. (This means not bringing such things as cigarettes, matches, lighters, fireworks, penknives or Tipp-Ex.)
- 8) Out of school, walking locally or with a school group, or using the school bus,

you always remember that the school's reputation depends upon the way you behave.

- 9) You keep yourself clean and tidy at all times. (This means observing normal rules of hygiene, not using make-up or wearing jewellery and meeting the requirements of school uniform.)

Classroom Expectations

Classrooms (including labs, workshops and gyms) are your places of work. Just as in any factory office, there need to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

1) Start of Lessons

- Enter rooms sensibly and go straight to your workplace.
- Take off and put away any outdoor wear (not on desks).
- Take out books, pens and equipment.
- Put bags away (not on desks).
- Remain silent during the register (except when your name is called!).

2) During Lessons

- When your teacher talks to the whole class, remain silent and concentrate.
- If the class is asked a question, put up your hand to answer - do not call out (unless you are asked for quick ideas).
- You must have pen, pencil, ruler, student planner and any books or folders needed.
- You are expected to work sensibly with your classmates: do not distract or annoy them.
- If you arrive late without justifiable cause you must expect to be detained for the amount of time you missed in order to make up the work.
- Homework must be recorded in your student planner.
- Eating, drinking and chewing are not allowed.
- Walkmans, radios, magazines, mobile phones or other distractions are not

allowed: they will be confiscated.

- You must not leave a lesson without a note from a teacher.

3) End of Lessons

- The bells and the clock are not signals for you: they are for the information of your teacher.
- You should not begin to pack away or put on outdoor wear until your teacher tells you to do so.
- When told, stand and push in or put up your chairs; any litter should be picked up.
- Only when your teacher finally tells you to go may you leave the room.

Finally, but most importantly:

Teachers are in the position of parents/guardians while you are in school. This means in particular that:

- There is no excuse for rudeness, disrespect or insolence towards teachers.
- Any reasonable request from a teacher should be carried out at once and without argument.

Breaking either of these basic rules will be treated as a VERY serious matter.

Advice to Teachers

- 1) Emphasise and encourage positive attitudes by offering praise or reward whenever possible:
 - a) Use the merit mark system in all years for excellent work or exceptional effort. Ensure this is entered in the pupil's merit card.
 - b) Commendations should be made in the students' planner or by speaking to the pupil (either privately or in public, according to the pupil's personality). Such commendations should be connected with an aspect of the task itself rather than offered in general terms to the pupil.
 - c) By arrangement, pupils can be sent to Heads of Year, Heads of

- Department, Deputy Heads or Head Teacher for praise.
- d) Recognition can be given in year assemblies or pastoral period.
 - e) The Achievement Award scheme should be used for particularly meritorious achievement.
 - f) Pupils' work should be displayed as much as possible and the best examples included in the Record of Achievement.
 - g) A general atmosphere of praise and encouragement in lessons should be fostered.
 - h) In pursuit of the school's policy to involve parents as much as possible, notes or letters of praise to parents about their children will be very beneficial.
- 2) Work by example and extend to everyone the same high standards of courtesy and respect you expect to receive.
 - 3) Consistency in the application of the code of conduct is important but pupils are individuals.
 - 4) Problems should be dealt with immediately and not ignored. It is important to follow through if you refer a pupil to another member of staff.
 - 5) Creating an ordered, industrious atmosphere requires constant effort by every member of staff.
 - 6) The basis of any successful organisation is good relationships at all levels.

Classroom Control

The only effective teaching takes place when the teacher is in full control of the teaching situation. This implies thorough preparation and a strong and positive approach on the part of the teacher. Flexibility to meet changing situations is also important. This does not mean that there will always be a formal atmosphere in every classroom, but it does mean that any noise and movement taking place is because you, the teacher, want it this way. A quiet and orderly beginning is essential to any lesson.

- 1) Pupils should wait in an orderly manner outside the classroom (or inside if they

have been so instructed) and not be taken in until they are. Teachers should be in their rooms to supervise entry at the beginning of the lesson.

- 2) Do not ignore lateness. It should be recorded by the class teacher on the subject register.
- 3) The room should be arranged, as the teacher requires.
- 4) The teacher should control lights and windows. Do not ask pupils to open or close windows.
- 5) Organise equipment and materials before the lesson begin.
- 6) Extend and motivate all pupils as far as possible.
- 7) Mark all work promptly and constructively.
- 8) Set homework regularly according to the homework timetable (see Homework Policy)
- 9) Encourage creative dialogue - confidence in discussion is important.
- 10) Keep an attractive, clean and tidy classroom.
- 11) Maintain interesting wall displays, which should be changed at regular intervals.
- 12) Use first names.
- 13) Orderly dismissal is a tremendous help to the general running of the school; classes should not merely be "let out". Ensure that pupils put chairs under desks and pick up any litter before they leave; supervise their dismissal by standing at the classroom door.
- 14) Pupils should only be allowed to leave a classroom with a Red Card to indicate that it is approved movement. Pupils seen around school should be asked for this card. Those without should be reported to the teacher whose lesson they should be attending. Pupils attending peripatetic music lessons have an individual pass with details of that lesson which staff must check.

Academic Discipline

The subject teacher is responsible for discipline in the classroom. Although other members of staff are available to assist with problems, one's ability as a teacher stands or falls on being able to deal with day-to-day problems within the classroom as an individual.

Subject teachers should refer persistent problems to their Head of Department. It is also important to keep the appropriate Head of Year fully informed even if the problems are being dealt with internally in the department. A pupil who is causing problems in a number of departments is thus quickly spotted and effective action can begin sooner.

The highest standards of orderliness and neatness in the presentation of written work should always be expected. Sloppy, messy and badly written work should not be accepted. The quality of the presentation of work often quickly slips if pupils are not frequently reminded that only their best is good enough.

All written work should be regularly marked and corrected by the teacher. It is most disheartening to have done your best and then have it ignored by the teacher.

Exercise book covers are not for decoration and this practice should be strongly forbidden.

Pupils should always have their own pens, pencils and rulers. Failure to be properly equipped should not be ignored.

Sanctions and Punishments

On those occasions when it becomes necessary to employ a sanction against a pupil, it should always be as a measured response to the situation rather than an instant reaction. Wherever possible, a punishment should fit the crime, e.g. being detained for coming late, "wombling" for dropping litter. In order of severity, the following sanctions may be used, as outlined by the school working party on discipline:

- a) Reprimand by the teacher in the classroom; reprimand by the Head of Department and/or Head of Year. Most transgressions are dealt with in this way, so each teacher might give some thought to "levels" of reprimand that they might employ.
- b) Removal from class for a short period to allow for a cooling-off. The pupil should be dealt with after five minutes or so, then brought back into the class.
- c) An incident report form formalises a warning and informs the appropriate Head of Year. These report forms are kept with the pupil records,
- d) Detention may be used when it is appropriate, but parents must receive 24 hours notice in writing (a form is available from the school office). Detention

should only be applied to individuals, not the whole class, and teachers must be aware of the possible dangers of being in a classroom with one or two pupils; if possible the support of a colleague should be sought. Detention will also run at school level (see separate document on detention).

- e) On report requires a pupil to have a report signed each lesson by his/her teacher, specifically referring to the problem behaviour, e.g. punctuality, homework, attitude, attendance. The decision to put a pupil on report is made by the Head of Year only, after listening to recommendations made by other teachers.
- f) Either a parent or a member of staff may request an interim report, but again it is the Head of Year's decision as to the appropriateness of this action. It is obviously of value if a parent is to be involved with a problem of attitude or under-achievement.
- g) Continuous disruption of lessons could lead to a pupil being placed in the Behavioural Support Unit, which is supervised by a senior member of staff.
- h) Exclusion can be of a fixed term nature (two or three days) while a problem is discussed with parents; after fixed term exclusions, up to 45 days in any one year, a pupil may be excluded with a view to finding an alternative means of education or until the parents appear before the Governors of the school to give some undertaking about their child's future conduct. The final step is a permanent exclusion, upheld by Governors, when a pupil's conduct has led to a complete breakdown of relationships with the school. Only the Head Teacher can exclude a pupil. Circular 10/99 offers complete advice about the process.