

Keble School Behaviour and Discipline Policy



Aims

In the aims of the school it is stated that we wish to create a happy, safe and secure learning environment and also teach boys about good behaviour, tolerance and consideration. A lack of self-discipline and resultant poor behaviour are contrary to these aims; this policy is constructed in the belief that all pupils should feel safe, valued and able to learn.

The Objectives of this policy are:

- To clarify the type of behaviour we strive to maintain throughout our school
- To set out the procedures we believe will best enable this to happen
- To describe the possible consequences that may be incurred as a result of unacceptable behaviour

Our Aims and Objectives have been produced with regard to the Keble Principles:-

- **Working hard**
- **Telling the truth**
- **Keeping promises**
- **Respecting the rights and property of others**
- **Consideration for others**
- **Self reliance**

We believe bullying is unacceptable behaviour in any circumstances.

Rewards for Positive Behaviour:

Throughout the school

- Individual verbal praise
- Public praise in the classroom or at Assembly
- Informing parents via a phone-call or a note in the reading record or diary
- Specific privileges given within the classroom for individuals or groups
- Written comments on work
- House points

Junior School

- Good Work Assembly
- Golden Book (Year 3)
- Good work book (Year 4)
- Certificates & stickers
- Visit to Head of Junior School/Headmaster

Senior School

- Green slips
- “Golden Lunch Pass”
- “Brilliants” – incentives to gain house points to merit some form of reward
- Effort Certificates

Strategies to deal with Unacceptable Behaviour

We intend that the strategies put in place should be related to the misdemeanour if possible. They should be reasonable and fair. We believe in positive correction. Individual teachers must exercise their own professional judgement in the spirit of this policy for minor offences. For repeated bad behaviour the Form Teacher will be informed. In more serious cases the Deputy Head, Head of Junior School or Headmaster may be involved. If action is deemed necessary at this stage a written record of it will be made. The headmaster maintains a record of serious sanctions.

Strategies can include:

In the Junior School

- Verbal warnings from their Form Teacher
- Standing on the steps
- Missing a break
- Message to parents
- Writing letter of apology
- Visit to Head of Junior School/Headmaster
- Behaviour Report Form
- Losing minutes in Golden Time
- Exclusion- see below

In the Senior School

- Verbal warnings
- Cool off time – a boy can be sent out of a lesson very briefly (couple of minutes) in order to make an immediate point or to settle down.
- Detention, withdrawing of privileges, loss of free time and missing Games.
- Discussion or written communication with parents.
- Supervised study
- By prior agreement, pupils can be sent to Head or Deputy
- Behaviour report forms
- Exclusion – see below

Other Support Systems and Guidance:

Incident Forms

If an incident has occurred and the member of staff to whose attention it has been brought feels it should be recorded or passed on to other members of staff an Incident Form should be completed (available from the staffroom). A copy should then be distributed to the relevant Form teacher(s), Head of Junior School or Deputy Head and maybe the staffroom notice board. For example, incidents may concern individuals causing serious damage to school property or the incident may occur between pupils. The Head of Junior School or Deputy Head will always follow up an incident, decide upon a suitable course of action and make a written record of it.

Exit/Assistance Procedures

In the unlikely event of a member of staff finding themselves in need of assistance, because a pupil is grossly disobedient or for any other reason they should:

- Stay with their class
- Write a brief note requesting help
- Choose a reliable pupil to take it
- Take the note to the School Office
- The office will then locate a suitable member of staff to assist

Physical Force

Under normal circumstances teachers should neither touch the pupils nor their possessions. However there are a wide variety of situations in which reasonable force may be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories;

- Where action is necessary in self-defence or because there is an imminent risk of injury;
- Where there is a developing risk of injury or significant damage to property;
- Where a pupil is behaving in such a way that he is compromising good order or discipline

Examples of behaviour that fall within one of the first two categories are;

- A pupil attacking a member of staff or another pupil
- Pupils fighting
- A pupil engaging in, or being on the verge of committing deliberate damage or vandalism to property
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects

Examples of situations that fall into the third category are;

- A pupil persistently refusing to obey an order to leave the classroom
- A pupil behaving in a way that is seriously disrupting a lesson

(For further guidance on the above please see the linked Child Protection Policy regarding avoiding allegations of abuse)

Exclusion

Only the Headmaster (or acting Headmaster) has the authority to exclude a pupil.

Fixed-term Exclusion

A pupil may be excluded for a fixed period if he has committed a grave breach of school discipline or his presence will seriously disrupt good order or put others in danger. The school should contact the parent on the day of the exclusion and then later write informing parents of the reasons for the exclusion and who they should contact to give their views or make an appeal against the decision.

Permanent Exclusion

A permanent exclusion may be made by the Headmaster only in the most serious of instances. Parents may make a written application to have this decision reviewed by a panel of governors and they will be advised of the due procedure. In most cases, a mutual agreement with parents to remove the pupil and find another school is the preferred option and in the best interests of their child.

Monitoring and Evaluation

All staff are responsible for monitoring the standards of behaviour within the school. The Deputy Head and Head of Junior School should maintain such records as to assist with the evaluation of this policy and the Headmaster will report to the Governors on its impact.

Links to other Policies

This policy is linked to the Bullying, Child Protection, Misuse of Drugs, Equal Opportunities, Internet Use and Race Equality Policies.

Review Cycle

As this policy is a statutory requirement and legally required of the school, it should be reviewed every two years by Staff, SMT and Governors.

First implemented Jan 2007