

**The aim of the discipline policy is to unify our previous guidance and to ensure that we continue to meet the requirements of the Independent Schools Regulations to provide written guidance that promotes good behaviour and set out sanctions. This policy determines the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied. Should any doubt arise, please draw the existence of this policy to the attention of parents, pupils and colleagues should the need arise. The policy is designed to cover all areas of school provision, including Nursery, Out of School Care and Holiday club.**

Overall, the purpose of this policy is to ensure that all members of staff:

- promote self-discipline and proper regard for authority among pupils
- identify and promote the underpinning values that we hold dear
- encourage good behaviour and respect for others and prevent all forms of bullying among pupils
- ensure pupils' standard of behaviour is acceptable
- regulate pupils' conduct.

And as a consequence have this policy supported and followed by the whole school community, parents, teachers, children and principals, based on a sense of community and shared values.

By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment. To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property). To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow. To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

### **Implementation**

Departments and individual members of staff should use the following principles of good practice:

- setting good habits early: to help pupils establish regular punctual attendance and good behaviour from the start, involving parents in the process
- early intervention: prompt intervention is needed where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated
- rewarding achievements: positive recognition of individual pupils, classes or year groups achievements in good attendance and behaviour, through mentions in assembly, certificates or prizes
- supporting behaviour management: behaviour management techniques, such as assertive discipline and circle of friends can help improve and maintain high standards of behaviour and discipline
- identifying underlying causes: poor behaviour may be linked to a pupil's problems in understanding lessons, and therefore require additional literacy or numeracy support to address them effectively
- study support: many activities from our study homework activity to thinking skills workshops help re-inforce school work. The school SENCO and colleagues provide learning support services, and our departmental publications, from curriculum statements through to glossary of useful vocabulary help parents support their own children with school work.

Within each of the three schools, and within the separate divisions, an explicit code of conduct is laid down to ensure appropriate discipline management takes place. For example, within the Sixth Form 'Sixth Sense' documents are laid out how we feel A level students should behave; at secondary level the School Rules and Expectations documents identifies what is expected of children, whilst in our juniors and pre-prep, our Golden Rules identify best behaviour; codes of conduct at form and department level also exist to further refine how best behaviour can be developed..

### Teaching and Administrative Staff

**At the heart of our professional commitment to our work, Claires Court Teaching and Support staff confirm their commitment through their shared Key Beliefs, a copy of which can be obtained through the school offices.**

“As a teaching faculty, we believe that our four key values for the school community apply to us in three specific areas:

#### **Classroom teaching**

- ◆◆ to teach in a structured, encouraging manner making best use of available data and resources, catering for the needs and abilities of our pupils.
- ◆◆ to maintain purpose and discipline in lessons through effective planning and by challenging pupils to achieve the high expectations set.
- ◆◆ to regularly assess pupils work in a way which provides constructive comments and clarity to both pupils and parents.
- ◆◆ to demand high standards of work and behaviour from our pupils and to treat them as individuals.

#### **Pastoral Care**

- ◆◆ to be responsible for the welfare of all pupils.
- ◆◆ to encourage and support pupils in a way which fully engages them in all aspects of their work.
- ◆◆ to assist form tutors in monitoring the welfare and progress of all pupils and to report concerns as appropriate.
- ◆◆ to promote opportunities to praise and celebrate the work of our pupils.

#### **As Professionals**

- ◆◆ to manage the expectations of both our pupils and their parents through consistency and honesty of reporting.
- ◆◆ to stay current with all developments in our areas of responsibility.
- ◆◆ to support colleagues and management in all aspects of our work.
- ◆◆ to respond promptly and effectively to parental concerns.

#### **Pupils**

Involving pupils can help reinforce school behaviour policies by active involvement in anti-bullying and harassment policies, and contributing ideas through year' councils and in class discussions.

#### **Incentives**

A wide range of incentives exists through the school to reward pupils for good conduct, work, behaviour and achievement, and these are detailed clearly in the various staff handbooks. Our extensive experience has led to the development of relatively sophisticated house point and commendation competitions, weekly raffles and subject awards, both through the year and at major Speech days and Prize givings. The recognition that children get a lot right in school is a key part of our reward system, and most areas of school life are covered, including the excellent reporting of school life in the Court Circular publications.

As in much of our pastoral work elsewhere, we make good use of third party materials, such as Margaret Goldthorpe's 'Stay Cool in School'. That has helped us to identify for our pupils how we and they can 'Get Real, Get Right, Get Going'. The method we employ is largely built around Goldthorpe's adaption of Christ's "Sermon on the Mount"

*“We treat others as we would like to be treated  
We are kind and helpful  
We forgive  
We share*

**RESPONSIBILITY – RESPECT – LOYALTY – INTEGRITY**

*We are honest  
We listen to each other  
We try to be our best self”*

### **Sanctions**

Sadly, there will be times when children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the subject/form teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, removing privileges, during morning break, moving to sit alone, withdrawing from groups, activities, sporting events, etc., sending work home, loss of responsibility and undertaking extra written work such as letters of apology/compositions on expected behaviour and loss of responsibility.

Parents will be informed immediately of serious misdemeanours. If problems are persistent or recurring, children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support. There will also be times when pupils, parents and staff meet together to develop an Individual Action Plan, which is then signed by all parties. Further detail on these processes is made clear in the staff handbooks.

Serious misdemeanours include physical assault, deliberate damage to property, stealing, verbal abuse, refusal to work or co-operate, and disruptive behaviour.

This type of behaviour is very rare and it is the responsibility of the Head of School or Deputy/Head of Section who will deal with it severely and in consultation with the appropriate parents.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

### **Procedures for Dealing with Serious Misdemeanours**

- A verbal warning by the Head of their deputy as to past, current or future conduct
- Withdrawal from the classroom for the rest of the day, or until such time as the parent can arrive to meet at the school and/or collect the child.
- A phonecall to parents informing them of the problem, confirmed by letter.
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- At secondary level, there is a standard tariff used to ensure that particular behaviours are dealt with consistently, for example when a pupil is caught smoking, 2 days suspension is expected to be imposed.
- If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Principals of the School
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Principals
- Parents have the right of appeal to the Principals against any decision to exclude

NB On occasion, the best interests of the school in seeking to identify and resolve a problem may result in the normal procedure being abandoned and the parents being directed to take their child home straight away.

### **Parents**

The school encourages parents to support good attendance and behaviour through [our home-school agreements](#) (including Acceptance documentation signed prior to entry), parents' meetings and our weekly newsletters. Parents and pupils will be aware that the school has a clear duty of care for all pupils who attend, irrespective of ability, race, gender and disability. Parents can help further by discussing the school rules and expectations with their child, emphasising their support of them and assisting when possible with their enforcement. We can help parents by ensuring they know that learning and teaching cannot take place without sound discipline, and by affirming that staff deal with behaviour problems patiently, positively and fairly

### **Intervention using Physical restraint (PR).**

If a child violently attacks another child or adult, or in other ways is out of control, and does not respond to requests to calm down, then physical restraint is necessary. Such events are rare, but do happen, and should be treated as a 'crisis'. PR must not be used as a form of punishment and must not be used when a less severe response might have effectively resolved the situation.

If a child is known to have such difficulties, then s/he is likely to be already working with support in the school. The potential use of PR should be identified in the IEP for the child concerned, and the use of PR techniques discussed with the parents beforehand. Staff involved in the IEP should receive appropriate training and guidance in the use of appropriate PR.

The child should be removed from the situation as soon as possible and taken to a senior member of staff such as the Head, Deputy or Assistant Head or Head of Prep or Nursery, who will take immediate action to involve parents.

A Incident form should be filled in, together with details of any physical restraint used and the situation discussed with a member of the SMT and as soon as possible the Head.

A member of the SMT will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

### **Behaviour Modification**

Within Claires Court School, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our Discipline Policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. Margaret Goldthorpe's "Keep Cool in School" and Geoff Hannan's "Raising the performance of secondary pupils" are electronic books within our archive staff have found very helpful.

A wide range of methods are used to encourage positive behaviour. These can include:

- Change in classroom organisation
- Using different resources, encouraging hands-on learning

- Using small steps devised for each child (e.g. sitting on chair for given length of time putting hand up to answer questions)
- Rewards of house points/stickers on work or in exercise books and on house point/commendation charts
- Reward of the Head's commendation
- Use of certificates, special stickers for such things as listening, being kind, helpful etc.
- Sharing examples of good behaviour with other children/other classes/showing in assembly
- Involving parents at an early stage to make an individual action plan together

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

*James Wilding*  
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