



## THE CONCORD SCHOOL

# POLICY ON THE PROMOTION OF GOOD BEHAVIOUR AND SANCTIONS FOR MISBEHAVIOUR

All members of The Concord School community - pupils, staff, parents and Governors are expected to contribute to the creation of a stimulating and caring environment where boys and girls are encouraged to realise their potential in all areas of School activity.

This commitment is exemplified by three important principles:

- The School seeks to provide a disciplined and ordered community in which education and learning can flourish.
- The School will make clear the standards of behaviour and commitment that it expects from pupils. It will encourage pupils to adopt positive attitudes and values such as consideration, honesty and respect for others. It will acknowledge and praise students/pupils when they reach these standards.
- When pupils fail to meet these standards they will be told that this is the case and be given clear guidelines and expectations for improvement.

## THE PUPILS' CODE OF CONDUCT

We have the **Right:**

- to be able to study and learn safely and effectively
- to take part in the cultural and sporting life of the School with the support of our fellow pupils
- to have our opinions listened to
- to enjoy life at School.

We should show **Respect:**

- for fellow pupils, staff and visitors
- for other people's opinions and individuality
- for the School's environment
- for other people's property.

We have **Responsibilities:**

- to know and keep the School Rules
- to work hard
- to be punctual for registration, lessons, games and activities
- to help others and to respect their rights
- to behave responsibly when representing the School in the community.

We are each responsible for thinking through the implications of this Code of Conduct for ourselves.

For example:

**Helping others:** we should be prepared to prevent or report bullying

**Respect for others:** we should conduct ourselves sensibly and appropriately at School, for example by considerate behaviour in corridors and on stairs, and avoiding public displays of affection and behaviour likely to cause embarrassment or offence

**Respect for the School environment:** we should keep the School tidy, and free from litter and damage.

**Classroom Ground Rules:**

- We have the right to learn in our lessons. We have the responsibility not to ridicule others for the way they learn and not to disturb the learning of other pupils.
- We have the right to be treated with respect by everyone in the classroom. We have the responsibility to respect all others and their property within the classroom.
- We have the right to express relevant opinions and be heard. We have the responsibility to allow others to be heard.

## DISCIPLINE AND SANCTIONS

Pupils are expected to	Sanctions that may help encourage good behaviour	<i>Staff are expected to</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Be prompt and fully prepared for all aspects of school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> For the first or second time verbal encouragement and correction</li> <li><input type="checkbox"/> Further or repeated failure – Yellow Card(in class sanctions)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take registers promptly at registration and at the start of each lesson and check up on absentees as soon as possible</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Behave well in lessons. This includes:</li> <li><input type="checkbox"/> Being absolutely quiet when told</li> <li><input type="checkbox"/> Keeping quiet while others have the floor</li> <li><input type="checkbox"/> Not speaking without raising a hand and being invited to speak</li> <li><input type="checkbox"/> Making a good effort with set work and co-operating in keeping the noise level to that required by the teacher</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Unacceptable behaviour should be dealt with in the following order of increasing seriousness:</li> <li><input type="checkbox"/> Mild rebuke/encouragement</li> <li><input type="checkbox"/> Calm, authoritative order when appropriate, move to another area of the class (close to the teacher) and set some individual written work</li> <li><input type="checkbox"/> Continued disobedience, if not too disruptive, may be left to the end of the session when the pupil must be left in no doubt of the unacceptability of the behaviour and a red card should be given</li> <li><input type="checkbox"/> If the poor behaviour threatens the work of the remainder of the group, the pupil is warned once that unless there is an immediate improvement then (s)he will be sent to a senior member of staff. A failure to report would increase the severity of the offence still further. Parents will be informed as soon as possible.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be prompt, fully prepared with the first activity and aim to have the class doing something quickly</li> <li><input type="checkbox"/> Deal with trouble as soon as it appears</li> <li><input type="checkbox"/> Have a variety of activities available if one does not appear to be working</li> <li><input type="checkbox"/> <b>Not</b> to use the ultimate sanction of sending a pupil to a senior colleague lightly. This should be a rare occurrence and we will be expected to explain the approaches that were unsuccessful.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Record PSC (preparation, stretch, consolidation) in the Communication Book and hand it in at the appointed time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Occasional lateness and the very occasional failure to do h/w should be met with the very firm reminder that h/w is set to improve progress and that the latter will be hampered if h/w is not done.</li> <li><input type="checkbox"/> A second failure following closely upon the first leads to a red card(Detention)</li> <li><input type="checkbox"/> If there is still no improvement the tutor/teacher should contact parents or ask parents to come in</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mark and return routine work by the next lesson. Projects and coursework will usually require longer.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Behave responsibly and sensibly around the School between lessons. This includes keeping hands and feet to oneself, voices and language under control, walking inside the building and putting litter in the proper bins.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Failure to curb unreasonably boisterous or dangerous behaviour will usually result in some form of constructive School service such as litter collection. More serious sanctions may, however, be appropriate.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Challenge and stop such behaviour.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Treat each other, staff and visitors with courtesy and respect</li> <li><input type="checkbox"/> Take no part in bullying</li> <li><input type="checkbox"/> Report any bullying to a member of staff</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bullying will be dealt with in accordance with the School's anti-bullying policy.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be constantly on the lookout for any form of bullying</li> <li><input type="checkbox"/> Be conversant with the School's policy on it.</li> <li><input type="checkbox"/> Follow up vigorously any suggestions or indications of its occurrence.</li> </ul>

The School aims to encourage pupils to develop self-discipline and the realisation that they are responsible for their own behaviour. Those new to the School will have help from their class Teachers/Tutors and Heads of Sections to enable them to settle quickly into the School, and to ensure that they understand our expectations of good behaviour.

An approximate gradation of sanctions at The Concord School is: reprimand ... red card ... extra work... lunchtime detention ... sending to senior member of staff ... after-School detention ... Headmaster's detention .... suspension ... expulsion. Tutors are informed of all but the most trivial misdemeanors so that they can build up the 'broader picture'. Most sanctions are automatically reinforced by a letter to parents. Heads of Sections record sanctions on a termly basis.

Within the School, teachers may give extra academic work if a pupil is behind with his/her work and also, judiciously, in other cases, remembering that it is dangerous to reinforce the idea that academic work is associated with punishment. Copying out of School Rules may be appropriate in some instances. Lines are not given, and **corporal punishment is never threatened or used**.

Pupils may be reprimanded by the member of staff dealing with the disciplinary matter, or may be sent to a more senior member of staff.

In the unfortunate event that a pupil (or pupils) are found, after thorough investigation, to have made malicious accusations against a member (or members) of staff, appropriate disciplinary action will be considered by the Principal/Administrator/Vice Principal and HODs.

Class punishments are not given unless all members of a class have been involved in wrongdoing.

In addition, physical restraint can be used to prevent a student from doing, or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour which is prejudicial to the maintenance of good order and discipline

It is not possible to define every circumstance in which restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the categories above. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Training will be given to all 'members of staff' on the circumstances in which 'physical intervention' is allowable. This is incorporated into the School's training programme.

### **Power to Search Pupils without Consent**

In addition to the general power to use reasonable force, the Principal and other authorised staff (a male for a male pupil, a female for a female pupil, always accompanied by another staff member of the same sex) can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the School rules (for example, chewing gum).

The School is mindful of boarders' right to privacy and, only when there is a strong reason to do so, will consent be sought to search a boarder and/or his/her possessions.

### **Suspension or Expulsion**

May be ordered by the Principal under appropriate circumstances

### **Detention**

There are three levels of detention that can be given:

- A lunchtime detention
- An After-School detention – for serious or repetitive misconduct
- Principal's detention – for very serious misconduct. Takes place on Saturdays from 9.00 am until 12.00 noon.

In certain circumstances staff may wish to supervise their own detention. When this is the case, the member of staff informs the Principal/School Administrator/Vice Principal.

### **Exclusion from Lessons**

On the rare occasion when a pupil needs to be sent out of a lesson for disruptive behaviour they are sent to the member of the Senior Management Team 'on duty' lesson by lesson.

### **Report Cards**

These are an aid to improvement rather than strictly a 'sanction'. They can be used to monitor pupils' behaviour.

### **Red Cards**

May be given for poor behaviour as well as poor work.

### **Effort grades**

Include a behaviour component.

Prefects do not punish pupils, though they may report them to a member of staff, who will take suitable action.

## **GOOD BEHAVIOUR**

Good behaviour is encouraged by praise. Most praise and encouragement consists of verbal or written comments but also available are:

### **Merit Cards- Star charts**

**Mention in Assembly** - particularly for an achievement in extra-curricular areas

**Prizes and Cups** - awarded on Honours Day and Valedictory Service.