

# Ffynone House School



## Behaviour and Discipline policy

<b>Approved by:</b>	M Boulding	<b>Date:</b> 01/02/2019
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## **Ffynone House School Behaviour and Discipline Policy**

### **Aims**

It is a primary aim of Ffynone House that every member of the school has a clear understanding of the importance of good behaviour and the fair use of discipline to maintain this.

Clear rules and boundaries allow pupils and staff to feel happy, confident and secure in their school life and work. They also reaffirm parents' expectations of a caring, safe and industrious environment for their children.

School rules should be viewed as a positive means of ensuring consistency and consideration for others within the school community.

We aim to foster good behaviour with clearly expressed guidelines that have high expectations. We demonstrate our appreciation of achievement through a system of rewards and deter unacceptable behaviour with the fair and appropriate use of sanctions.

Our ultimate aim is to encourage self-discipline so that each pupil learns to accept responsibility for his/her own behaviour. We want our pupils to have the self-confidence to make decisions and accept the consequences in affecting the wellbeing of themselves and others.

### **Expectations**

At Ffynone House we expect pupils to show courtesy, care and consideration for all members of the school. We wish them to treat others as they would like to be treated themselves.

Pupils are made aware that good behaviour and fair discipline strengthen peer and staff/pupil relationships to create a positive social and working environment within the school. We require high standards of behaviour from pupils and in return they should expect to be treated by staff with fairness and respect at all times. Parents should expect that the actions taken by teachers in upholding this policy maintain pupils' self-esteem, while encouraging self-control and awareness of others' feelings.

This policy should be applied consistently, regardless of gender, ethnicity, religion, social background, sexual orientation or disability. All members of the school community have these rights and should take responsibility for upholding the rights for others.

### **Expectations of Staff and Parents**

The role of staff and parents in encouraging appropriate behaviour is paramount. In this context, staff are expected to:

- Act as good role models
- Treat all pupils fairly and with respect

- Form good relationships with parents to show pupils they share common expectations of behaviour

Parents are expected to:

- Make their son/daughter aware of appropriate behaviour in all situations
- Foster good home/school relations
- Support the school in the implementation of this policy

### **Guiding Principles**

We seek to create a classroom environment which enables learning to take place in a disciplined and well organised manner and as such, we expect pupils to be punctual, polite and fully prepared for lessons at all times.

Pupils should listen carefully and follow instructions without shouting out, and treat others, their work and possessions with respect. They should treat school property with care as if it were their own and never dismiss or ridicule the opinions of others.

### **Recognition & Reward**

Ffynone House values achievement. We encourage the endeavours of all our pupils through celebration of their achievements whether behavioural, academic or extracurricular. Achievements are shared within the school and in the wider community.

Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking students.

- Verbal praise
- Comments by teachers to acknowledge achievement recorded on pupil's day-book.
- End of term certificates (high attendance, excellent effort, exceptional piece of work, etc)

Staff are encouraged to inform the Head when a pupil produces an outstanding piece of work to recognise the achievement. Similarly, success in academic, sporting and extra-curricular fields are publicised through social media and the local press and staff always endeavour to display examples of good work in classrooms.

### **Sanctions**

Ffynone House pupils are entitled to respect and fair treatment from staff; equally, pupils must expect that certain sanctions will be invoked if their behaviour or effort falls below what is reasonably expected of them.

These sanctions are designed to remedy the problem in the long term, rather than acting as a short-term deterrent. We want pupils to see the value of improved behaviour both to the

school community and themselves. Form teachers discuss the school rules with pupils; rules are displayed in all classrooms and in pupils' homework diaries.

Where sanctions are used, we will explain to the pupil the reason for the sanction, what change in behaviour is required to avoid future sanctions and that the sanction is a consequence to the chosen behaviour not a criticism of the individual. For example, one incident may require confiscation and loss of privileges, while another may result in internal or permanent exclusion. Serious incidents which involve exclusion are recorded in the school 'Sanctions' register. Other possible sanctions include:

- Verbal or visual reprimand and reminder of expectation
- Comment in pupil's daybook
- Removal to another classroom, Inclusion or other location within the school
- Detention at break or lunchtime (form teacher informed)
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

### **Pupils' code of conduct while off school premises**

We expect our pupils to maintain a consistent standard of behaviour in and beyond school premises. Conduct on courses, work experience and educational visits should always promote the reputation of Ffynone House School and not harm their own health or the safety of others. Misconduct in these situations may result in similar opportunities being withdrawn in future from the pupil or pupils concerned. Sanctions such as detention, internal suspension or temporary exclusion may be imposed at the Headteacher's discretion, after consultation with the trip leader.

### **School Rules**

- Arrive punctually at school and attend lessons on time
- Always bring your homework diary and other equipment to lessons
- Always wear correct uniform or sports kit
- Treat others with courtesy and respect at all times
- Respect the school environment and school property – do not drop litter and look after school equipment
- Do not tolerate bullying. Report incidents to a teacher
- Do not eat in lessons or bring chewing gum to school
- The use of mobile phones is banned between 8.50 and 3.50 for KS3 and 4. Sixth form students may use mobile phones in the common room.

## **Discipline Procedure**

Pupil misdemeanours can potentially range from being disrespectful, untidy or talking out of turn at one end of the spectrum through to serious problems including vandalism, bullying or substance misuse at the other. The guiding principle is that there should be a variety of possible responses and interventions available dependent upon the severity of the need. These will include verbal warnings, notes in pupil diaries, lunchtime detentions and letters to parents. More serious misdemeanours may result in internal suspension or pupil exclusion, though these latter two punishments may be used only by the Head teacher or their Deputy in their absence.

The response will escalate as needed from subject teacher, to form teacher, a member of the senior leadership team and ultimately to the Headteacher with parents informed either by phone call, letter or a meeting in school.

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **Serious Breaches of Rules**

Certain incidents of extreme behaviour or serious breaches of rules may result in immediate temporary exclusion or a pupil being asked to leave the school permanently.

The following circumstances could result in such action being taken:

- Bringing weapons of any kind into school
- Causing injury to another pupil or member of staff.
- Possession or use of drugs or alcohol on school premises or on a school visit.
- Use of the internet to disparage/bully another pupil or staff member or to discredit the school.
- Use a mobile phone or other device to record audio or video content of a pupil or member of staff, or to share such material in order to disparage, humiliate or discredit them.

Investigating a potential breach of the school rules takes time. Pupils who are involved in an incident that requires further investigation, either as a perpetrator or victim, may be asked to stay away from school to enable a full and fair investigation to take place. Such incidents are stressful, and pupils can often find they get drawn into further behaviour incidents whilst the investigation is underway. For this reason, the school reserves the right to ask a pupil to stay away from school for up to three working days. This is not a disciplinary step; it is a safeguarding measure that gives the school enough time to perform a risk assessment and to take subsequent action.