

Beech Hall School



BEHAVIOUR AND DISCIPLINE POLICY

Policy aims

1. The aims of this policy are:

- To enable the Headmistress and her staff to carry out their responsibilities of maintaining order and good discipline in the School;
- To promote good behaviour;
- To ensure, so far as possible, that every pupil in this School is able to benefit from and make a full contribution to the life of the School, consistent always with the needs of the school community; and
- To authorise the School Behaviour Code, the School Rules and any procedures necessary for implementing them.

School Behaviour Code

2. The Behaviour Code shall set out the principles of the School in relation to:

- Conduct and behaviour;
- Self-respect and respect for others; and
- Respect for property and the environment.

3. Parents will be expected to read the School Code with their sons and daughters from time to time. Its principles will be reinforced at assemblies and at other times.

School Rules

4. The School Rules shall be set by the Headmistress. The School Rules are necessary:

- For the safety and well-being of everyone at the School;
- For the reputation of the school community as a whole; and
- For the protection of school property and the wider environment.

5. The School Rules apply to all age groups and at all times when the pupil is at school, representing the School or wearing school uniform; travelling to and from School; and associated with the School at any time.

6. Pupils are expected to know and understand the School Rules and to read them through with their parents. The School Rules will be amended from time to time and reinforced at assemblies and on other appropriate occasions.

Rewarding Good Behaviour

7. The School understands that rewards are more effective than punishment in motivating pupils. The School is committed to promoting and rewarding good behaviour and there is a general attitude of praise and encouragement from staff. There is also an expectation of good conduct.

Pupils are rewarded in a variety of ways. Possible Rewards include

- Praise – privately given or at an assembly
- A good mark (Junior School)
- A commendation (Senior School)
- Informing the Head of Section or the Headmistress
- Informing parents
- Being given additional responsibility

Breaches of School discipline

8. Permanent exclusion (expulsion): A pupil is liable to permanent exclusion for a grave breach of school discipline. Examples include but are not limited to: a serious criminal offence or some wilful act calculated to cause serious damage to the School, its community or any of its members. Formal and permanent exclusion implies that the pupil's name will be expunged from the roll of the School and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the term of expulsion shall be payable and any deposit shall be retained by the School. The Headmistress is required to and will act fairly and in accordance with the principles of natural justice and not permanently exclude a pupil other than in grave circumstances.

9. Requirement to leave: For a serious breach of school discipline - such that the pupil cannot expect to remain a member of the school community, the pupil may be *required to leave* permanently. Subject to payment of all outstanding fees (the deposit being returned or credited to the account) the pupil will be given reasonable assistance in making a fresh start at another school.

10. Temporary exclusion (suspension): A pupil may be placed under suspension while a complaint is investigated or as a sanction in its own right.

11. Detention: A pupil may be placed in detention where, in the opinion of the relevant member of staff this sanction is a reasonable response to a breach of school discipline.

These sanctions will form part of the pupil's permanent disciplinary record.

12. Other sanctions: The Headmistress may prescribe and authorise the use of such other sanctions as comply with good education practice and tend to promote observance of the School Code and compliance with the School Rules.

13. Corporal Punishment: Under section 131 of the School Standards and Framework Act 1988, corporal punishment is prohibited in independent and maintained schools and therefore is not practised at Beech Hall School.

Use of Restraint

14. Any use of restraint by staff will be by reasonable and non-injurious means, and will only be used when immediately necessary; for example, teachers will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they will be physically removed. However, this will be for the minimum time necessary to prevent injury to self or others or very serious damage to property. Staff will make reasonable adjustments for disabled pupils and SEN pupils.

Where restraint is used by staff, this will be recorded in writing and the parents informed.

Records

15. Administration of major punishments are recorded in a log, with the name of the pupil concerned, the reason for the punishment, and the name of the person administering the punishment.

Appeals

16. A pupil or his/her parents may request an Appeal to the Governors of the Headmistress' decision to permanently exclude a pupil, require a pupil to leave or where

a decision has been made to suspend a pupil for 11 School days or more, or where suspension would prevent the pupil from taking a public examination.

17. There will be no right to appeal to the Governors when other sanctions are imposed. However, a parent who feels aggrieved may make a complaint under the School's Complaints Policy and Procedures.

SCHOOL BEHAVIOUR CODE

General principles

1. We believe we can choose our behaviour and be responsible for it. The guiding principles at Beech Hall School are those of honesty, fair-mindedness, hard work, enjoyment and treating others with proper respect and consideration.
2. We also attach great importance to manners, good discipline, service to others and to caring for the School and its external environment.
3. We value both effort and achievement and we encourage every positive contribution that a pupil makes to the life of the School, consistent always with the needs of the school community.
4. The Principles that make up this School Code are addressed to each pupil. Some of them necessarily apply also to parents. Compliance with this Code and each new edition of it is a condition of membership of the School. Parents are asked to read through this Code with their son/daughter from time to time. We believe all members of our community should choose to follow these principles listed above so that pupils may learn behaviour and manners which will stand them in good stead for the rest of their lives.

Conduct and self respect

5. **Commitment:** You represent the School whenever you wear our uniform. We hope you will take a pride in your membership of the School, be our ambassador on all occasions and enjoy your time here. You are expected also to take a pride in your conduct and personal appearance and to show commitment to your academic, sporting and leisure activities and always to do your best.
6. **Appearance and dress:** The school uniform must be worn during school hours and for other school activities. You must be smartly turned out and in all other respects conform to the School's dress regulations. Shoes should be clean and hair styles must be moderate and tidy. Hair must not be tinted. Girls may wear plain matching stud earrings, one per earlobe; beyond this, earrings, studs, tattoos and other adornments of that nature are not allowed.
7. **Honesty:** The school community relies on each pupil being honest and truthful and showing a good example to others. Never cheat, steal or tell lies and remember that being found untruthful usually carries the greatest disgrace of all. If you find, or if in some other way you come into possession of, money or property that does not belong to you, ensure that it is given back or handed to a member of staff as soon as possible.

8. Behaviour generally: Your behaviour must be a credit to yourself and to the School, whether at school or in public places such as streets, on public transport or in private coaches and whether in or out of school hours. Always be punctual. Consider the consequences of your words and actions on yourself and on other people. Never do something you feel is wrong.

Self-respect and respect for others

9. Effort and achievement: At Beech Hall, we look for fulfilment and enjoyment and we are positive in everything we do. We respect and encourage each other as individuals and as members of teams. We also encourage inquiry, hard work, high standards and competition. We take pleasure in each others' achievements and we never mock each others' effort or failure. Each pupil has the right and the responsibility to contribute to this ethos.

10. Courtesy and good manners: From time to time members of staff, parents, visitors to school premises or other pupils may need assistance. Please be ready always to offer help. It is very important that you should, even if to do so causes you inconvenience.

11. In the classroom: We expect you to make it as easy as possible for everyone to learn and for the teacher to teach. You should stand up whenever an adult or visitor enters the room. Your books and equipment should be ready for the start of each lesson. Keep the classroom tidy. Above all, be pleasant and helpful at all times.

12. Sportsmanship: Whether you are competing or spectating at team events or taking part in some other competitive activity, you are expected to behave with good manners and always to set an example that reflects well on the School. Play to the rules; play hard; play fairly; do your best; enjoy the game and never cheat or question the referee's decisions; be equally gracious in victory as in defeat.

13. Bad language: The use of bad language is unnecessary, insulting to others and damaging to the person who uses it. For these reasons and others its use is forbidden and liable to be punished.

14. Bullying: Threats, physical attack, name-calling, mocking, harassment, racism, sexism and all forms of victimisation, are bullying. Bullying has never been tolerated at this School and will not be excused on grounds of its being part of a game. Bullying is a serious matter which may lead to removal or expulsion. You must not bully others and if others bully you, or you see someone else being bullied, you should inform a member of staff immediately or your parents. Full details of the School's anti bullying policy are published separately and are available either via the School website or on request from the School Office.

15. Fighting: Like bullying, fighting is also forbidden.

Respect for property and the environment

16. Vandalism, graffiti and litter: Vandalism and graffiti-writing on school premises and elsewhere are regarded as serious breaches of school discipline. Please report, in confidence, any incident of wilful damage or the deliberate dropping of litter to your Form or House teacher or another member of staff. Please take pride in your school environment and help keep it tidy. If you find litter, pick it up and dispose of it securely.

17. Other people's property: You must not interfere with other peoples' property or open lockers which are not your own. If someone has lent property to you it must normally be returned immediately on request. You must not borrow someone else's property, books, notes or projects without their previous permission. You must be strictly honest with regard to money or property that does not belong to you or that you find. If you are in any doubt, ask a member of staff.

18. Accidental damage to property: You must report to a member of staff any damage you cause to property which is not your own. You or your parents may be asked to pay for the damage.

Appendix 1: Choices

Much depends on the choices that are made day-in and day-out.

Good Choices	Poor Choices
<ul style="list-style-type: none">• Listening carefully	<ul style="list-style-type: none">• Shouting out in class
<ul style="list-style-type: none">• Being respectful and showing good manners	<ul style="list-style-type: none">• Interrupting the teacher or someone who is contributing to a lesson
<ul style="list-style-type: none">• Being punctual	<ul style="list-style-type: none">• Late arrival
<ul style="list-style-type: none">• Working hard	<ul style="list-style-type: none">• Not having the right equipment (pen, book, planner) or your homework
<ul style="list-style-type: none">• Following instructions	<ul style="list-style-type: none">• Refusing to sit where you have been asked
<ul style="list-style-type: none">• Trying your best	<ul style="list-style-type: none">• Rudely questioning the judgement of a teacher – eg, Why? What for? - or being disrespectful to staff (teacher, referee, cooks etc)

Appendix 2: Levels of Intervention

These are consistently applied to all pupils who are choosing the wrong behaviour.

	BEHAVIOUR	POSSIBLE RESPONSE
1 Teacher	<ul style="list-style-type: none"> ▪ Generally low level poor behaviour around school or in class ▪ Lateness, failure to bring correct books or equipment, no prep ▪ Breaches of uniform code ▪ Silly, anti social behaviour in the house areas 	<ul style="list-style-type: none"> ▪ Reprimand; warning of bad mark/demerit/impact on grades ▪ Temporary removal from lesson/activity ▪ Additional duties ▪ The teacher should consider other ways in which to encourage good behaviour such as a seating plan for students or giving certain pupils positive attention when they come in to the lesson; the teacher should seek assistance from the form teacher
2 Form Teacher/ House Staff	<ul style="list-style-type: none"> ▪ Persistent low level behaviour (as described above) ▪ A significantly disruptive or anti social act such as rudeness, swearing ▪ Abuse of facilities/ICT suite etc 	<ul style="list-style-type: none"> ▪ Bad Mark or Demerit ▪ Teacher organises lunchtime detention (form/House staff informed) ▪ Five bad marks/demerits within a grade period or three within a week will result in a detention; parents informed by letter ▪ Loss of privileges/breaktime
3 Head of Section	<ul style="list-style-type: none"> ▪ Failure to attend lessons ▪ Persistent significantly disruptive behaviour (as described above) ▪ a serious breach of school rules e.g. fighting, assault, rudeness to staff, vandalism, bullying, racist behaviour, theft 	<ul style="list-style-type: none"> ▪ Reported to form teacher with referral to Head of Section ▪ Pupil is interviewed by Head of Section ▪ telephone call to parents and details of sanction to parents with copy on file ▪ Pupil placed on report ▪ Written warning as to further conduct (Headmistress informed/consulted} ▪ Involvement with Learning Development staff to draw up an Individual Behaviour Plan

4 Head- mistress	<ul style="list-style-type: none"> ▪ Continued significantly disruptive behaviour ▪ Extremely serious conduct such as violent/dangerous conduct, selling drugs, systematic theft, persistent bullying, criminal offences 	<p style="text-align: center;">⇒</p> <ul style="list-style-type: none"> ▪ SMT member to act as prosecuting officer; form teacher/housemaster/mistress to act for the pupil; headmistress to act as judge ▪ Parental interview with Headmistress ▪ Formal contract. Parents are asked to agree to the terms and to monitor behaviour in partnership with the school. (Student Planner). ▪ Suspension/withdrawal/exclusion from school ▪ Parents informed of right of appeal to Governors
5 Appeal to Governor s	<ul style="list-style-type: none"> ▪ Parental appeal against sanctions imposed by the school 	<p style="text-align: center;">⇒</p> <ul style="list-style-type: none"> ▪ SMT/Headmistress to outline the pupil's behaviour and the actions taken by the school; parents to state their reasons for objecting. ▪ Governors to support or overturn the school's decision

Stage 3 onwards will always be recorded in the Punishment Record which is kept by the Headmistress.

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