



ST LAWRENCE
COLLEGE

GOOD BEHAVIOUR POLICY

This policy is applicable to Senior School pupils only

This Policy is available on the College website, or upon request from the School Administration Office.

"Good behaviour is a necessary condition for effective teaching to take place." (DES 1987)

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Introduction

At St Lawrence College we believe that students have the right to learn in a supportive, caring and safe environment and that high standards of behaviour allow this to occur. It is the responsibility of all people within the school to maintain a calm, caring and purposeful atmosphere, and to promote tolerance and harmony between the different cultural traditions.

The College believes that the plentiful and appropriate use of rewards will encourage students in their efforts and achievement and will lead to a minimal use of sanctions. Our aim is to encourage respect for others and for property and not to have to punish wrongdoers.

The College has regard for the Equality Act 2010 and makes all reasonable adjustments including issues related to pupils with additional educational needs/disabilities.

The College is aware of its duty to promote good behaviour among pupils and to support them at all times, and will liaise with parents and other agencies as appropriate (eg CAMHS, independent listeners and other counselling).

Students should be aware that their behaviour is a significant factor in the reputation and standing of the school in the community.

Where it is considered necessary to remove the pupil (by mutual agreement or otherwise), the College will do its utmost to support the pupil, and parents during transition (e.g. in the providing of references).

Purpose:

The purpose of this Policy is to:

- have clear expectations of good behaviour and conduct;
- encourage best practice on the part of staff in developing and maintaining good behaviour amongst students;
- promote a positive atmosphere in and around the School based on a sense of community and shared values;
- develop opportunities for students to take responsibilities for themselves and others and to become involved in the running of the School;
- maintain a healthy balance between rewards and sanctions;
- tackle instances of bad behaviour in a firm, clear manner;
- ensure that a written record is kept of serious sanctions imposed on students.

Staff responsibilities:

The Staff at St Lawrence College have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on the pupils.

They should aim to:

- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a positive, caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;

- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all;
- avoid sanctions that could jeopardise the health, safety or dignity of pupils.

Pupil obligations:

Pupils are expected to adhere to the spirit and content of the policy. Disciplinary action may be taken against pupils who are found to have made malicious accusations against staff.

Communication:

Assemblies and collective worship are seen as key channels for promoting and maintaining an ethos of corporate responsibility, consideration of the individual and moral values. These, as well as Tutor meetings and the School's PSHE programme, seek to reinforce positive values amongst students focusing on such topics as relationships, self-esteem, leadership opportunities and working with others.

Where the behaviour of a student is giving cause for concern it is important that all those working with the student in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the Housemaster or Housemistress who has the major role in the general well-being of pupils in their houses. Therefore, they must be kept fully informed on all issues relating to their pupils. These will include commendations, failures, successes, illness, absence, sanctions, bullying and so forth.

Early warning of concerns should be communicated by a Classroom teacher to the Housemaster or Housemistress so that strategies can be discussed with the student's Tutor and agreed before more formal steps are required. If the concern is more serious the Housemaster, Housemistress or Classroom teacher will inform the Deputy Head, Pastoral and/or Deputy Head, Academic.

A positive partnership between Housemaster/Housemistress and Parents and Guardians is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Rewards:

- Rewards have a motivational role helping students to see that achievement and good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as particularly noteworthy achievements;
- The student reward system involving 'Merits' operates in Key Stages 3, 4 and 5. Teachers can reward a pupil with a single or double merit for good work or conduct. Merits are awarded through the iSAMS system. At the end of the school year the House Academic Cup will be awarded to the House with the greatest number of merits, awarded proportionally. In addition pupils with the most merits will also be recognised and awarded a certificate/Coffee Shop token or equivalent;
- At the end of each term the Principal sends a certificate to the parents of each student who has been on a Commendation list during the term;
- Presentation assemblies are held on a regular basis to reward students for effort and achievement in academic competitions, D of E, CCF, sports, music and drama etc;
- Speech Day is held in June each year to reward academic and cultural achievements, and service to the community.

Sanctions:

Colleagues should have equal expectations of behaviour and performance from pupils regardless of year group or any other category and be prepared to use sanctions accordingly. To this end:

- Staff should communicate clearly to pupils on how offences will be dealt with (depending on circumstances such as severity and re-offending) with verbal warnings, demerits, department detentions and school detentions in further escalation, so that pupils have a clear understanding that teachers will follow through accordingly.
- It is especially important that, when reporting on poor pupil progress or behaviour, staff are able to demonstrate consistent use of interventions to hold them to account and incentivise improvements. Pupils should, as far as possible, have the sense that they are being treated fairly in comparison with their peers and in accordance with policy. Therefore, Sixth Form pupils should be held to account for issues such as dress / appearance, punctuality and prep just as would lower year groups.

All sanctions and the reasons for them must be recorded. ***Under no circumstances are corporal punishment or other physical sanctions to be used.*** Having established that sanctions are sometimes necessary, the following procedures are used:

a) Demerits

A de-merit is given to a pupil who fails to meet our academic expectations or for a misdemeanour which on its own would not necessarily warrant a detention but does require some sort of sanction to be imposed.

Examples of this might include:

- Failure to hand work/prep in on time
- Producing work of an unacceptable standard
- Lateness to class or any other commitment (eg games, choir, activities)
- Being regularly ill-equipped for a lesson (eg no text book, nothing to write with)
- Immature behaviour

As far as possible teachers should avoid issuing large numbers of de-merits at any one time (5 pupils max as a guideline).

- Entries are made using the Reward & Conduct module on the iSAMS database.

If a pupil accumulates five de-merits in a half-term period, the pupil's Housemaster/Housmistress will issue a detention.

b) Departmental Detentions

Departmental detentions can be used by teachers to sanction pupils failing to produce satisfactory or timely work. These detentions will be held at set times as designated by each department. The pupil will automatically receive a demerit and will be informed by the teacher or HoD when and where he/she needs to attend. The Tutor and the HSM will be notified.

- Entries are made using the Reward & Conduct module on the iSAMS database.
- It is the department's responsibility to arrange with the pupil the time and place for the department detention and then to supervise it. Time and place should be noted at the start of the comment field.

c) Detentions

Detention should issued to sanction a pupil for missing any school commitment. They may also be used in escalation for repeated behaviour where Demerits or Departmental Detentions have been issued on previous occasions.

- Kirby House detentions are held on Thursdays, 1.15 – 1.45 p.m., in Kirby House;
- Senior School Detentions are held on Tuesdays and Thursdays, 5.10-6.00p.m., in C1;
- The school's Detention Procedure should be used and the following points observed:
 - Detention entries are made using the Discipline Manager on the iSAMS database using the “_dtn category” in the drop down department field;
 - It is the responsibility of the **member of staff giving the detention to ensure that the pupil knows** that they have been entered and when they should appear for detention;
 - A member of staff who places, at any one time, five or more pupils from the same Form in Detention should arrange to take the group him/herself;

d) 3 Detentions

- If a pupil receives three detentions in a term, this will result in the pupil having a meeting with either the DH Academic or the DH Pastoral. The relevant HSM will also be present at this meeting.
- The decision as to whether the meeting takes place with WMS or DJJ will be determined by whether the detentions have been given for academic reasons (WMS) or behavioural reasons (DJJ). If it is a mixture of both then WMS/DJJ will make a decision about who should see the pupil concerned.
- Following the meeting, WMS/DJJ will write a letter to the pupil's parents. It will be made clear that if they receive any further detentions, which clash with a school commitment (e.g. a sports fixture), the detention will take priority. The Games Department will be made aware of this too. It will also be pointed out that if the pupil continues to get detentions the matter will be escalated to the Principal.

e) 5 Detentions

- If a pupil receives five detentions in a term, this will result in the pupil having a meeting with the Principal. WMS or DJJ, plus the relevant HSM, will also be in attendance at this meeting. A sanction will be imposed at the Principal's discretion (to include potential suspension) and a letter will be sent home to parents.
- It should be noted that whilst the slate will be wiped clean at the start of the term detentions remain on a pupil's school record. In light of this, when deciding what sanction to apply for a pupil who has

received 5 detentions, consideration will be given to whether this has happened for the first time or whether it is part of a pattern over time.

f) Missed Detentions

- If there is a genuine reason why a pupil cannot make a detention, they should seek permission to move it to the next available date.
- Any pupil who fail to do this or who deliberately chooses not to go to detention will automatically be placed in Saturday detention. This will take place at 5.10pm in C1 and will be run by the MOD. Pupils will be made aware of this on Friday. This will allow day pupils to make parents aware. Boarders in this position will lose the right to town leave on that Saturday afternoon. If a pupil is on an away fixture and will not be, back in time the detention will take priority.

g) Academic Satis

Pupils who are performing unsatisfactorily or whose organisation or behaviour in class are hindering their or others' progress may be issued an Academic Satis. While Academic Satis is partly punitive, the main purpose is to encourage pupils to reflect on how they can change their behaviour to improve their attainment. The following Academic Satis cards are available for use:

- Kirby HSM's SATIS – for 1st and 2nd Form pupils
- HSM's 3rd Form SATIS
- HSM's SATIS – for pupils above 3rd Form
- Student Self-Assessment SATIS – for pupils who may be better motivated by setting their own goals

h) Gating

- This is only imposed with the agreement of the Housemaster or Housemistress;
- A pupil is confined to school for a set period, and has to have a gating chit signed at specified times during the school day;
- A Gating should be seen by pupils and staff as a serious punishment – the next step up is suspension.

i) Suspension

- Serious matters of ill-discipline are referred to the Deputy Head (Pastoral);
- The Deputy Head (Pastoral) may decide that the matter is sufficiently serious that it could warrant suspension or exclusion;
- The Deputy Head (Pastoral) will investigate the matter and report it to the Principal;
- The Principal may be obliged to suspend them from school;
- If the matter is more serious still, the Principal may choose to exclude them permanently.

j) Removal from lessons

On occasion it may be necessary for a teacher to remove a pupil from a lesson for their own safety or for the sake of the rest of the class. Staff who have needed to remove a pupil from class should follow up with an appropriate sanction and / or a record of the incident to the Housemaster/Housemistress or Deputy Head (Pastoral).

k) Sanctions in Houses

Within the Houses there are a number of other signature type sanctions that can be used:

HOUSE – Clothing Satis

HOUSE – Meals Satis

HOUSE – Behaviour Satis

All of these can be found in the U:\School Administration\Chits file. A week's punishment might be for the most severe cases. HSMS can use the detention system if it is seen as appropriate to do so.

Sanctions in Boarding Houses

Other sanctions - increasing in severity - include:

- Trust - Removal of Town leave (on Tuesday or Thursday but staying on school territory)
- Trust - Removal of Town leave (on Saturday or Sunday but staying on school territory)
- Trust – Grounding (Having to stay on House territory for a Town Leave/ Saturday evening)
- Gating – Town Leave only or Sunday
- Gating 6th form – Saturday evening/Sunday

See also:

- Antibullying Policy
- School Rules
- Physical Restraint Policy
- Conducting a Search Policy
- Equal Opportunities Policy
- Expulsion, Removal and Review Policy

Good behaviour Policy (3) cont./...

- Alcohol Policy
- Drugs and Substance Abuse Policy
- Smoking Policy
- Theft Policy

This policy will be reviewed in accordance with the Policy Review Schedule

Reference:	
Owner:	DJJ
Version:	1.1
Effective Date:	01-Apr-19

REVISION HISTORY

Version No.	Revision Date	Summary of change	Approved by	Updated by
1.1	01.04.19	Detention information updated	DJJ	ALJ