



## Behaviour and Discipline Policy

Committee responsible: **Pastoral**

Effective from: **June 2010** to: **June 2011**

Scope: This document is for use by the School's Board of Governors and Senior School Staff

Policy Leader:

**Mr K Pearey**

Checked by:

**Mrs A Blatchford**

Authorised by:

**Dr S Sommer**

Signature:

Signature:

Signature:

Date:

25<sup>th</sup> January 2010

Date:

29<sup>th</sup> January 2010

Date:

2<sup>nd</sup> February 2010

### Distribution List

1. Board of Governors
2. Headmaster
3. Academic Team
4. Pastoral Team
5. Administrative Staff
6. Support Staff
7. Parents

## Aims

The aim of this policy is to outline the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied. The specific aims of our pastoral structure include:

- To provide close pastoral care for each pupil, through professional staff and senior pupils that are seen to be and are experienced as being easily approachable, friendly and fair.
- To provide a school environment, which is caring and supportive of all individuals
- To encourage and promote high standards of conduct, appearance, courtesy, good manners and consideration towards all by all pupils and staff at all times.
- To encourage self-discipline, self-awareness and self-reliance.
- To encourage a sense of community through promoting humility, compassion, tolerance and sensitivity to the feelings of others: respect for others regardless of age, creed, colour or gender; the ability to work as part of a team.
- To provide pupils with the opportunities to take responsibility, experience leadership and render service, ensuring that each pupil is encouraged to feel valued and is able to grow in confidence.
- To encourage flair, originality and initiative, within a clear framework of what is acceptable and what is not.
- To encourage parental support and co-operation through structures that are accessible to parents and by keeping them well informed of the developments of individuals and the school as a whole.
- To present school rules and regulations that are readily understood, accepted and consistently applied, encouraging the highest expectations of all.
- To employ a system of simple sanctions for unacceptable behaviour that are appropriate, graded, issued with fairness and that are balanced by a system that commends and rewards good behaviour.
- To employ a school based assessment policy that reflects the needs of students, teachers and parents, and meets where deemed appropriate, the demands of the relevant external assessment bodies.

## Objectives

Overall, this policy is designed to:

- ensure that all governors, teaching and non-teaching staff, pupils and parents have a thorough understanding of the schools good behaviour and discipline policy
- promote self-discipline and proper regard for authority among pupils
- encourage good behaviour and respect for others
- ensure pupils' standard of behaviour is acceptable
- regulate pupils' conduct

## Definition

'Discipline can be defined as positive influence exercised over the pupils, aimed at developing self-control'.

The School's views of the place of discipline within its establishment can be seen in its philosophy and objectives:

‘The School provides, in a *caring environment*, a high quality British-style education for international students, to enable them to become good citizens and to lead fulfilling lives.’

To achieve this goal, the School established the following objectives to guide our approach to discipline:

- to foster the development of individuality and independence of mind in our students, while at the same time *encouraging self-discipline* and mutual respect for the opinions and values of others;
- to provide a well-ordered environment in which *discipline is firm without being repressive*, and where school and parents work closely together;

## Practice

In practice we feel it is the responsibility of every member of the school community to endorse good discipline within our pupils. The School works hard to encourage self-discipline by means of consistent school-wide reinforcement of what constitutes acceptable behaviour, whilst also encouraging respect for others and proper regard for authority. To achieve this we use some of the time available in assemblies, tutor groups, PSHE and through our approach in and out of the classroom to deal with disciplinary issues and promote good behaviour.

## Promoting good behaviour

We have in place a hierarchy of rewards that can be outlined as follows:

### Rewards

- a simple thank you
- the award of a merit
- congratulations given by Tutor
- recognition by Senior member of staff
- award of Gift Voucher when 20 merits achieved (Merit Scheme)
- achievers’ assembly
- the completion of a positive referral that is forwarded to the pupil’s tutor
- recognition in assemblies, at the School’s Speech Day

### Merit Scheme

At the British School of Paris we operate a merit scheme throughout Key Stage 3. This has been designed primarily to:

- improve the conduct and attitude of students in and around the school
- raise the standard and quality of students’ work
- increase the involvement and commitment of students to extra-curricular life

With these aims in mind, teachers are expected to award merits when they feel a student deserves reward for exceptional behaviour, performance or effort. Typical examples of situations when merits may be awarded are as follows:

### Academic

- Exceptionally high level of effort given to a piece of work
- Supporting other members of the class
- Supplying useful resources to help enhance the teaching of a topic

## Pastoral

- Showing care and concern for other members of the tutor group
- Offering support and guidance to new pupils
- Helping to maintain the tutor group room

## Extra Curricular

- Outstanding performance in a sporting, dramatic or musical activity
- Supporting training sessions, rehearsals or running lunchtime activities
- Exceptional participation in local community activities

## The administration of the scheme

All staff contribute to the scheme demonstrating to students that we consider this to be a valuable and important element of school life. When a pupil deserves the award of a merit, the teacher asks for the pupil's planner and then signs one square on the merit scheme grid. It is hoped that every teacher will endeavour to give merits each week and we would like to suggest that giving 5 per week could be considered the norm.

Any student achieving 20 merits or multiples of 20 within the year will receive a 5 Euro Gift Certificate for Amazon.fr. At the end of each week, tutors check the number of merits that students have gained. Once a pupil achieves 20 merits, they submit their merit card to their tutor. The tutor passes this card to the Key Stage Coordinator and a Gift Certificate will be issued.

## Commendation Scheme

At the British School of Paris, we operate a commendation scheme throughout Key Stage 4. This has been designed primarily to compliment our KS 3 merit scheme. It has the same goals as the Merit Scheme.

## Procedures

- Teachers complete a Green Referral slip with the reason for the commendation and give this to the Tutor
- Tutors must maintain a record of referrals for each pupil
- At the end of each Term (or sooner if more than 6 are achieved), a Certificate is awarded.
- Certificates will be prepared once the information has been passed on to the Head of Year
- Tutor and Head of Year award the certificates at the end of each term in the tutor group

Commendations are to be used to reward exceptional behaviour, performance or effort. For example:

- Exceptionally high level of effort given to a piece of work
- Offering support to others in the class
- Showing care and concern for peers
- Offering support and guidance to new pupils
- Helping to maintain the tutor room
- Outstanding contribution or performance in extra-curricular activities
- General all round attitude, effort, uniform, politeness and punctuality

## Procedures for unacceptable behaviour

Incidents of unacceptable behaviour occur both in and out of the classroom and the individual best equipped to deal with the problem is the person initially confronted with the difficulty. *Prompt intervention* is needed, so it is clear that this will not be tolerated. An assessment of the *severity* of the problem should be made, the appropriate *staff informed* and then the appropriate *sanction imposed*. Any action taken should be *recorded* at all times.

To summarise we have identified the following key stages to be employed when dealing with a discipline problem:

- intervene promptly
- assess severity
- inform appropriate staff
- impose sanction
- record action taken

The School has a hierarchical structure of staff that is in place to deal with acts of poor discipline. It is important this hierarchy is used correctly and that incidents are reported through the correct channels, thereby ensuring the most effective use of the discipline chain.

- Tutor and Teacher
- Head of Year and Head of Subject
- Head of Key Stage and Head of Faculty
- Deputy Head - Pastoral and Deputy Head – Academic
- Headmaster

All sanctions imposed are recorded. Appropriate ways for recording sanctions are as follows:

- in an individual teacher's mark book
- reported in departmental minutes
- completion of pupil referral form
- recorded on individual pupil's e<sup>1</sup> referral record (placed on the individual pupil's file)
- reported in a Pastoral Committee meeting

It is important that any sanction imposed is *appropriate* to the misdemeanour and *fairly* and *consistently* applied. The type of sanction imposed will depend on the:

- nature of the problem
- severity of the misdemeanour
- frequency of the offences

Please refer to separate policy documents for appropriate action to be taken for the following:

- bullying
- poor Attendance
- poor homework

## Sanctions

- an apology to the people concerned
- putting the situation right, even when it involves cost or extra work
- official warning to cease offending
- loss of privileges
- exclusion from certain areas of school premises
- lunchtime detention
- after school detention
- minor fixed term exclusion
- major fixed term exclusion
- permanent exclusion

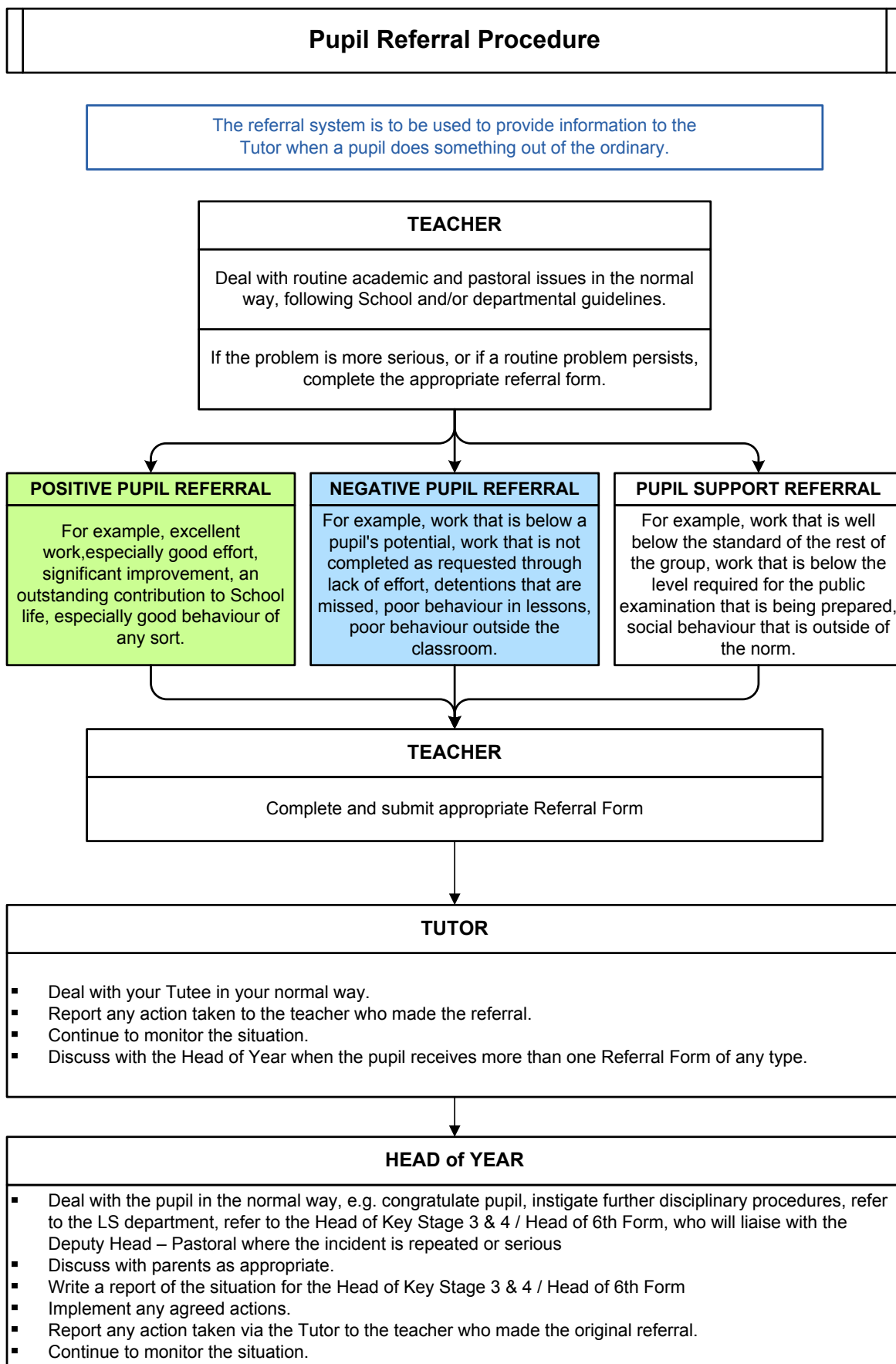
**BSP does not use any form of corporal punishment.**

# Referral System

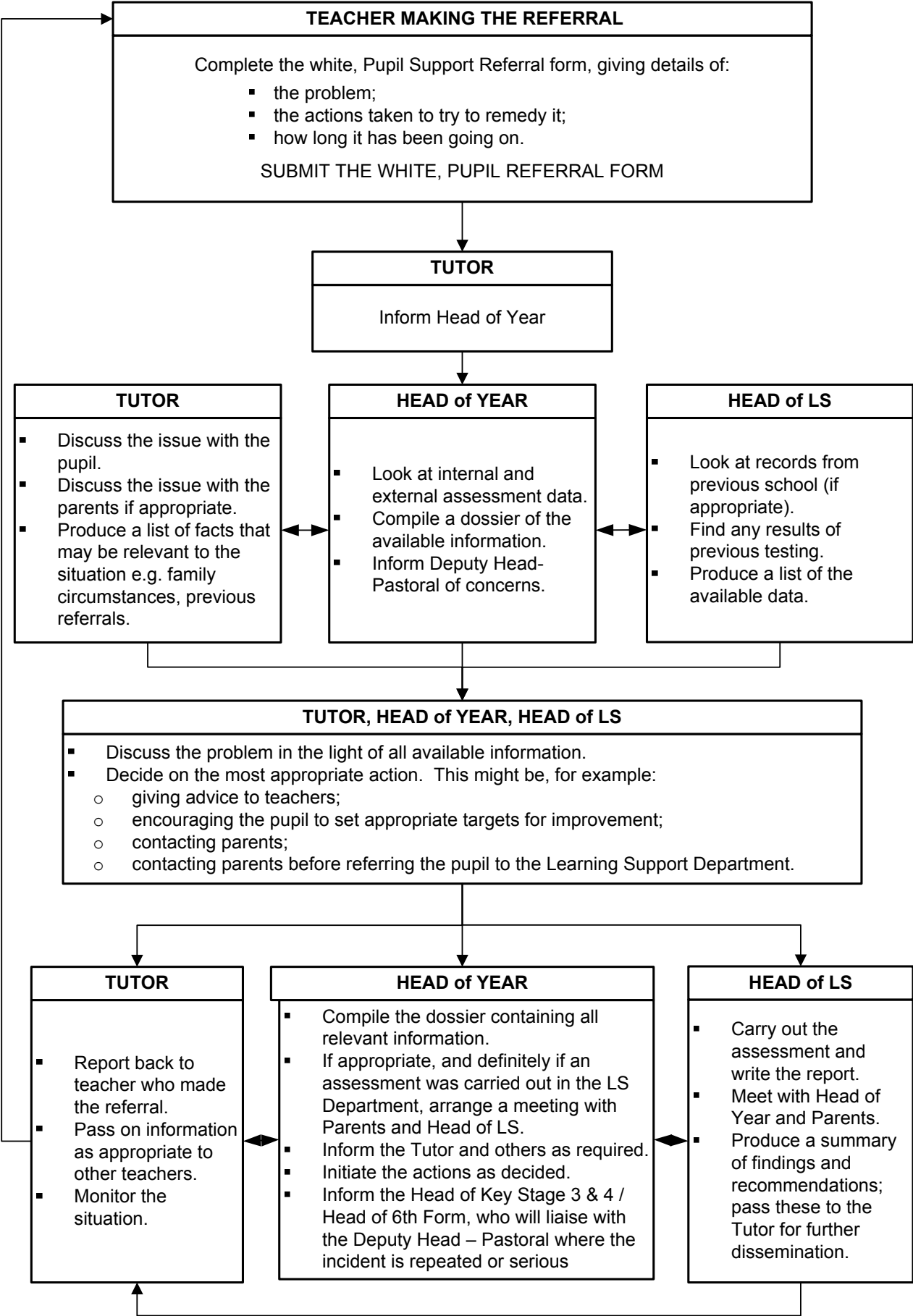
Positive Referral

Negative Referral

Worried Referral



# Learning Support Referral procedure



## **Monitoring, Evaluation and Review**

The school will review this policy annually and assess its implementation and effectiveness. The team leader for the review of this policy will be Deputy Head - Pastoral. The policy will be promoted and implemented throughout the school.

## **Statutory Duty of Schools in the UK**

The Headmaster and governing body are responsible for promoting good behaviour and discipline in their school. The Headmaster must publicise this policy, by making it known within the school and to parents and by bringing it to the attention of pupils, parents and staff at least once a year.