



**Meadow Hall Policy**

**On**

# **Behaviour and Discipline**

**June 2017**

## **1. Title: Behaviour and Discipline Policy**

## **2. Introduction**

Discipline is a key factor in building godly and excellent children. This is why this policy has been carefully designed to promote positive behaviour, identify the processes and procedures involved in disciplining a student, identify the processes of rewards of a positive behaviour and sanctions for negative behaviour. This policy will also address the processes and procedures of exclusion.

We regard it to be a highly important aspect of student's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and students need good personal and social skills in order to live fulfilling and rewarding lives as adults.

Behaviour which, in any way, disrupts learning, is therefore unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimize, if not eliminate any such behaviour. As a school, we endeavour to meet the needs of all students, including those with emotional and behavioral difficulties.

## **3. Purpose**

The purpose of the policy is to ensure a consistent approach to positive behaviour management across the school and to ensure that everyone feels safe at Meadow Hall School

## **4. Aims and Objectives**

The aims of this policy are to:

- See that every member of the school feels valued and respected, and that each person is treated fairly and well;
- Support all members of our school community in living and working together in a mutually beneficial way;
- Promote a stimulating environment in which everyone feels happy, safe and secure;
- Treat all students fairly and apply this behaviour policy consistently;
- Help students grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community;
- Promote and reward good behaviour as well as give appropriate sanctions for negative behavior, as this will develop an ethos of kindness, cooperation and behaviour modification.

## **5. Scope**

This policy applies to all Meadow Hall students:

- on the school premises,
- on school trips
- when students are travelling to and from school

- when students are wearing school uniform, or are in any way identifiable as students of the school
- at any time and place where the behaviour poses a threat to another member of the school, (for example cyber bullying taking place outside of school hours) or calls the good reputation of the school into question.

## 6. Key Measures

### 6.1 Rewards

Meadow Hall praises and rewards students for good behaviour in a variety of ways:

- Verbal praise
- Celebration - teachers praise students for considerate, positive behaviour displayed in class by calling them out for other students to applaud and emulate.
- Star chart - teachers also use star chart during the course of the term.
- Behaviour ladder (optional) - behaviour ladder may be used to display student's behaviour during different class activities.
- Recognition by the Head Teacher – students are sent to the Head Teacher for recognition of positive behaviour. The Head Teacher can also visit students who have displayed positive behaviour as a way of encouraging such students
- Recognition by the Director – sometimes, the school might organize a special opportunity for students to be celebrated by the Director of the School. A special jar referred to as “Container of Rewards” may be made available for students to pick gift labels. Whatever gift is written on the label will be presented to the student.
- House points - house points are collated in the different sections of the school as students display expected behaviours. The house with most points generated at the end of the academic year will receive the Director's Cup.
- Special awards - the school awards merits to students, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Multiple Intelligences Award - the school acknowledges all the efforts and achievements of students, both in and out of school by giving out certificates on Multiple Intelligences Day.

### 6.2 Sanctions

The school uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. Some sanctions used in the school are:

- Verbal warning
- Writing names under the sad face
- Sitting alone
- Behaviour and Sanction books
- Denial of privileges and opportunities
- Detention
- Extra work at play time
- Denial of golden time
- Picking papers in the class or around the school at play time
- Apology letter
- Visit to the Head Teacher or Year Group Head
- Exclusion

- Suspension
- Expulsion

### **6.3 Expected Class Behaviour**

- We employ each sanction appropriately to each individual situation. We expect students to be attentive during lessons. If they are constantly inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own.
- Students are expected to try their best in all activities. If they do not do so, they may be asked to repeat a task or activity.

### **6.5 Communication of Expected Behaviour**

- The class teacher discusses the school rules with his/her class. In addition to the school rules, each class also has its own classroom code, which is agreed by the students and displayed on the wall of the classroom. The teacher communicates to the students the expected behaviour at the beginning of the term.
- Appropriate rules and sanctions are put in place to check any offender. This way, every student in the school knows the standard of behaviour that is expected. If there are incidents of anti-social behavior, the class teacher discusses these with the whole class.

### **6.5 Misbehaviour**

- The school does not tolerate misbehaviour of any kind. If it is discovered that an act of misbehaviour has taken place, the offenders will be sanctioned accordingly. Sanctions for unacceptable behavior will range from denial of privileges to exclusion from class, suspension and finally to expulsion.
- Greater offences such as stealing, posting indecent pictures or messages via the internet or mobile phone to another student will attract suspension or expulsion depending on the gravity of the offence. Teachers will record all unacceptable behaviours in the behaviour books for proper documentation and future reference. Records of sanctions are also kept in the sanction books.
- Teachers in Meadow Hall do not use any kind of physical force as punishment. They will only intervene physically to restrain students in order to prevent injury to a student, or if a student is in danger of hurting him/herself.

### **6.6 Disruption**

- If a student is disruptive in class, the teacher will verbally reprimand them. If a student misbehaves repeatedly, the student may be isolated from the rest of the class, under supervision, until he/she is calm and prepared to work with other students following the teacher's instructions.

### **6.7 Safety**

- The safety of the students is paramount in all situations. If a student's behaviour endangers the safety of others, the class teacher stops the activity and prevents the student from taking part for the duration of that session/activity.

## **6.8 Bullying**

- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the offenders will be sanctioned accordingly. If a student threatens, hurts or bullies another student, the class teacher records the incident and the student is punished by withdrawal of privileges, such as leisure time or exclusion from class in extreme cases.

## **6.9 Repeated Unacceptable Behaviour**

- If a student repeatedly acts in a way that disrupts or upsets others, the class teacher informs the pastoral care unit of the school and The Head of Pastoral care unit contacts the student's parents or care-giver and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents.

## **6.10 Extreme Behaviour – exclusion, suspension and expulsion**

- As a school, we do not wish to exclude, suspend or expel any student, even when they exhibit serious behavioural difficulties. However, in extreme cases, it may be necessary to use one of the sanctions.
- In case of an extreme exhibition of serious behavioural difficulties, the student is sent to ALE (Alternative Learning Environment) where he/she is excluded for few days or more as the case may be, under the supervision of the Guidance Counsellor.
- The Guidance Counsellor supervises the student's work and ensures that the student is not present in a public place during the exclusion period. If the behaviour persists, the student may be suspended for days or weeks, or a permanent expulsion may occur if there is still no positive change in behaviour.

## **6.11 Drug and Alcohol Related Incidents**

- It is the policy of this school that no student should bring any drug, legal or illegal, to school. If a student will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. Any medication needed by a student while in school must be taken under the supervision of a teacher or the school's matron.
- The school will take very seriously, misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any student involved will always be notified. Any student who deliberately brings substances into school for the purpose of misuse will be punished by fixed-term exclusion. The student will not be readmitted to the school until a parent or guardian of the student has visited the school and discussed the seriousness of the incident with the Head Teacher. If the offence is repeated, the student will be permanently excluded, and the police and social services will be informed.
- If any student is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that student to be taken home.

- If a student is found to have deliberately brought illegal substances into school, and is found to be distributing these to other students for money, the student will be permanently excluded from the school. The police and social services will also be informed.

## **7. Roles and Responsibilities**

### **7.1 The Role of the Class Teacher**

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers have high expectations of the students with regard to behaviour, and they strive to ensure that all students achieve to the best of their ability.
- The class teacher treats each student fairly, and enforces the classroom code consistently.
- The teachers treat all students in their classes with respect and understanding.
- If a student misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the behavior book. In the first instance, the class teacher deals with incidents him/herself verbally. However, if misbehavior continues especially if it is of a serious nature, the class teacher refers to the pastoral care unit for intervention. If misbehavior still continues, the head of pastoral care unit will call the parents of the student to meet with the Head Teacher so as to discuss alternative intervention strategy for the student.
- The class teacher reports to parents and care giver on the personal and social development of each student in their care, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a student.

### **7.2 The Role of the Head Teacher**

- It is the responsibility of the Head Teacher and Principal to implement the school behaviour policy consistently throughout the school, and all records of misbehaviour is handled by the pastoral care unit. It is also the responsibility of the Head Teacher and Principal alongside the class teachers to ensure the health, safety and welfare of all children in the school.
- The Head Teacher has the responsibility to give fixed-term exclusions to individual student for serious acts of misbehaviour with the consent of the director. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a student. These actions are taken only after the school management has been notified.

### **7.3 The Role of Parents and Care Givers**

- Meadow Hall, in agreement with the parents and care givers, work together to promote good behaviour from the student, take steps to discourage poor behaviour, reinforce the school rules and support the school when sanctions need to be used with a student.
- The school collaborates actively with parents and care givers, so that students receive consistent messages about how to behave at home and at school.

- We try to build a supportive dialogue between the home and the school, and we inform parents and care givers immediately if we have concerns about their child(ren)'s welfare or behaviour.
- If the school has to use reasonable sanctions to punish a student, we expect parents and care givers to support the actions of the school. If parents and care givers have any concerns about the way their child(ren) has/have been treated, they should initially contact the class teacher. If their concerns remain, they should contact the Head Teacher to discuss the issues involved. If parents or care givers wish to complain further about actions taken by the school, they should make a formal complaint, in accordance with the school's Complaints Policy.

#### **7.4 The Role of Management**

- The management has the responsibility of supporting the Head Teacher and Principal in implementing these guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline; however, the management may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behavior.

<h3><b>8. Monitoring and Review</b></h3>
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The Head Teacher monitors the effectiveness of this policy on a regular basis. He/She also reports to the management on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Records concerning incidents of misbehaviour are to be kept by the heads as appropriate. The class teacher records classroom incidents in the behaviour book. Subject teachers, club coordinators and activity supervisors (e.g. lunch supervisors) are expected to give written details of any incident and submit to the class teachers for effective monitoring.

The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the management to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy will be reviewed next in June 2019 or before then, if necessary.