

Behaviour and Discipline Policy

Pupils are expected to behave in an orderly fashion, show respect, courtesy and consideration to fellow pupils, staff and visitors to the school. Also, they must follow the regulations about uniform, and not damage the good name of the school. All pupils should be reminded when necessary that they are ambassadors for the school. Their behaviour and standard of dress on journeys to and from home and around the town must be of the highest standard.

The Governors seek to promote an ethos in the school that helps pupils to develop positive personal, spiritual and moral values. The School should embody the spirit of a caring community in which there is tolerance and esteem for all. It is the responsibility of the older students to actively foster the ethos of the School.

To support these aims school rules are printed in full in homework diaries issued to all pupils (Yr.7 - Yr.11). They are a statement of what constitutes acceptable behaviour, they are not an exhaustive list. The spirit of the rules is the important thing, not the letter, and discipline must not be reduced to a search for legalistic loopholes.

Discipline can be seen as a team effort by the whole staff, we should aim for high standards and expectations. This will be achieved not by a proliferation of rules, but by the continuous concern and vigilance of the staff. Duty staff have an important role to play in ensuring good behaviour and discipline around the school site in conjunction with Prefects. We should also seek to create a situation in which reproof is respected rather than resented. Infringement of rules and accepted standards will be dealt with firmly and fairly. The punishment wherever possible should be appropriate to the offence, and the cause (and reason) of it understood by the offender. Parents must be involved if there is cause for concern, but not necessarily for isolated incidents, unless these are of a serious nature.

The school has a system of communicating concerns, including discipline checks relating to aspects of behaviour, dress etc.

- a. pupils reminded in whole school and year assemblies
- b. whole staff briefing at the start of each week where staff may be asked to be vigilant
- c. notices on staff noticeboard to relate concerns or issues
- d. staff completing a green card with their concerns noted. These are passed onto Form Tutors, relevant HOY or HODs. A yellow card is issued when a pupil is removed from a class.

The school employs the following sanctions:-

- a. verbal reprimand
- b. impositions: lines and extra work may be set, if appropriate.
- c. detention: having to catch a contract bus or train is no excuse against after school detention, which is normally on Tuesday. All after school detentions are subject to twenty-four hours notice. Any school detention may involve doing useful tasks, such as litter clearance.
- d. exclusion: this is for either isolated very serious breaches of discipline, or for an accumulation of misdemeanours. Exclusion may be either internal or external. When a pupil is excluded he/she will be provided with appropriate work to be completed during the exclusion period.
- e. removal of privileges: It is a privilege for pupils to represent the school on such things as sports teams, educational visits and trips, music and drama events and shows. The Duke of Edinburgh Award and CCF are all examples of school privileges. One or all of these or other privileges may be withdrawn if it is deemed an appropriate response to an individual's observed behaviour.

In general terms, the first point of contact beyond the member of staff directly involved should be the Form Tutor. In some cases it may prove more appropriate, where the issues are entirely work based, to approach the relevant Head of Department first. The Form Tutor may then have recourse to the Head of Year, whose next stage is the Deputy Head (Pastoral) or the member of staff responsible for pupil welfare. The Headteacher will intervene, however, when it is felt that the seriousness of the problem requires it. The essence of this is that no member of staff should feel isolated from assistance; neither should the pupils feel isolated from help.

The success of the system depends upon good communications, including the recording of any such incidents for the appropriate persons to access.

Rewards and Commendations

Clearly, rewards are much more productive than punishments and 'praise' goes a long way. At SRMS we have a range of formal rewards.

- a. Commended work - if work is of a particularly high standard pupils are given a merit which is recorded in their homework diary. (10 merits Year Head Award, 20 merits Headteacher Award)
- b. Certificates of Achievement e.g. School Colours for sport, drama, music or Charity Committee awards.
- c. Offices and posts of responsibility - this largely involves the senior school, however, juniors may be given responsibility e.g. School Council representative.
- d. Celebration of collective or individual success in assemblies.

Boarding Pupils

All staff should consult the relevant Houseparent or House Tutor if they are concerned about a boarder. It is generally fair to take the line that Boarding Staff should be approached when parents would be approached, though it must always be borne in mind that boarders are our responsibility to a degree, which does not apply to day pupils. How soon Boarding Staff should be approached is a matter of discretion, but as with day pupils it is better to act sooner rather than later to alert colleagues. Equally it is expected that Boarding Staff will inform the School of matters of concern that could impact upon their performance and behaviour during the school day.