



BIRKENHEAD SCHOOL

Policy for the Promotion of Good Behaviour (Seniors)

In essence, discipline is based on the relationship between individual pupils in different classes and an individual teacher. When a disciplinary problem arises as with other aspects of School, responsibility lies with the first person in the chain. Resolution should have been made at point 1 before referring to point 2, and so on.

It is important that any problem is dealt with as low a level as possible as evidenced in the diagram below, this helps ensure that reference to higher authority has a more significant effect.

The following table is taken from the Senior School Form Tutor's Guide. If a matter is deemed serious enough to need disciplinary action a note should be placed in the Day Book, thereby keeping a formal record on file.

	<i>Subject-related matters</i>	<i>Care/pastoral matters</i>	<i>Overall academic progress</i>	<i>Disciplinary matters</i>	<i>Personal development/extra curricular</i>
1	<i>Teacher</i>	<i>Form Tutor</i>	<i>Form Tutor</i>	<i>Teacher</i>	<i>Form Tutor</i>
2	<i>Form Tutor or HoD (depending on nature of issue)</i>	<i>Head of Year</i>	<i>Head of Year</i>	<i>Form Tutor (to deal with pupil)</i> <i>HoD (to support teacher)</i>	<i>Housemaster</i>
3	<i>Head of Year</i>	<i>Senior Deputy Head</i>	<i>Deputy Head (Academic)</i>	<i>Head of Year</i>	<i>Senior Deputy Head</i>

4	<i>Deputy Head (Academic)</i>	<i>Headmaster</i>	<i>Headmaster</i>	<i>Senior Deputy Head</i>	<i>Headmaster</i>
5	<i>Headmaster</i>			<i>Headmaster</i>	

What can be done with a class to promote good discipline?

It is important first of all to **minimise opportunities for disruption**. Research has shown that this can be done by:-

- using positive behaviour management (praise rather than punishment)
- planning lessons carefully.
- making connections with previous work
- if possible, being in class before the pupils arrive
- ensuring equipment and materials are available and in working order
- having well-established routines for the collection and return of homework, for example.
- establishing positive relationship with pupils, knowing their names, interests, and, often , family background.

In other words, prepare things well in advance. Do not wait for something to happen before taking action. Anticipate problems of disruption. If something happens then there is need to react. It is important to distinguish between a pupil's **attitude** and **performance**. Sometimes these are connected, but not always.

If work is poor, why? It could be lack of understanding, lack of ability, a weakness in skills, unclear setting of work. Any of these reasons will involve spending more time with the teacher - not as a punishment , but as a means of explanation.

Disciplinary problems. A hierarchy of sanctions should be applied. Much here will depend on how the individual teacher operates in the classroom. The Head of Department and Form Tutor need to be consulted at a very early stage and accurate records kept.

Some obvious techniques:

- greeting pupils as they enter a room with a smile
- starting every lesson with a clean slate
- not shouting, but communicating as one would with an adult
- eye contact
- standing beside a pupil
- using humour to diffuse a situation
- warnings and verbal rebukes
- explaining/helping
- moving a pupil
- rearranging desks

Sanctions (available to individual staff, without consultation)

- minor punishments
- private detention (any lunchtime, break, or even 3.50)
- work supervision (entered through the Staff Portal)
- Head of Year detention (arrange with Head of Year)

N.B. Written notice to parents of the intention keep pupils in after school hours should be given at least 24 hours in advance. This notice can be written in the pupil's Homework Diary with a verbal instruction for it to be shown to parents and signed.

Communication with parents should be discussed with the HoD and a copy sent to the Form Tutor and Head of Year. A record of communications must be kept.

Pupils should not be excluded from a lesson as a disciplinary measure. However, it is clear that circumstances do sometimes arise where this is the only possible response. Legally, the pupil is under your supervision and the teacher must ensure that supervision is maintained - by placing a pupil in an adjacent room where he/she can be seen by the teacher, for example. If supervision cannot be maintained, a pupil should be sent to the School Office. ***Send a note with the pupil to explain the situation.*** The School Secretary or Receptionist will then contact the relevant Head of Year or Deputy Head if they are available. Colleagues should also inform the Form Tutor as soon as is convenient. Departments should have a working agreement between members of staff where pupils can be sent to work in another room.

Detentions

Form Detentions. **These are to be avoided it at all possible:** it is likely that many innocent pupils are being punished alongside the guilty, and many colleagues are liable to be inconvenienced. If you do feel that this is necessary, Form detentions should take place only at lunchtime, please consult with the relevant Head of Year and the calendar to choose a convenient time for other colleagues. Use good sense.

HOY Detentions, are not intended as an initial sanction for pupils who have handed in work late or who have done badly in tests. An imposition in such cases is more appropriately administered by the teacher concerned, along with a note in the Homework Diary. HOY detentions, for which parents are informed, need to be reserved as the next step up in terms of severity.

Friday Detention will be reserved for serious cases, and will be issued by the Deputy Head. If you believe an offence is so serious as to merit a Friday Detention, contact one of the above. Parents will be informed explaining the problem and the punishment, and inviting them to respond.

HOY, HoD and Deputy Head detentions take precedence over other School activities, including Sport, Drama and Music.

Notes on the use of detention

- (a) Section 5 of the Education Act 1997 clarifies the law surrounding detention.

A key consideration is that detention is the appropriate punishment and that, from a health and safety point of view, that there is no unnecessary risk to a pupil through being delayed at school. The age of the pupil should be taken into consideration and also whether the pupil can get home safely if travel arrangements are going to be disrupted. Consult with the relevant Head of Year if you are in any doubt.

Since the School has made it known that detention is used as a sanction there is no need for parental consent, but the Act states that the pupil's parent must have been given 24 hours' notice of the detention. In practice this notice can be given either by a letter or by a signed note in the Homework Diary with an instruction to the pupil to show it to parents.

(b) In exceptional circumstances an agreement is made with parents for notice of detention to be waived. This would be arranged by the relevant Head of Year.

(c) Where pupils have not completed work acceptably, colleagues are encouraged to make their own private lunch time detention.

(d) Departments are responsible for holding departmental detentions to assist with behaviour management within their departments.

(e) If a pupil fails to do an imposition, does not appear for a detention or, after being punished, persists in handing in work late, etc., please consult with the relevant HOY to arrange a formal detention and please keep the Form Tutor informed.

Kirsten Pankhurst 25th October 2017. To be reviewed September 2018