

Northbourne Park School

Discipline Policy (Prep School)

Reviewed:

Nov 2010: Adding Boarding Disciplinary framework.

A Statement of Aims.

Northbourne Park School defines itself according to its Mission Statement as a community underpinned by clear pastoral and spiritual values. It is an environment in which children are confident to participate and in which they can be ambitious across a wide range of educational activities. The school prepares them for a seamless transition on to their choice of senior schools and establishes in them the confidence to be involved in the supportive community around them, empathising more with others as they progress through the school. We expect our pupils to be considerate to others and polite throughout the different parts of the school day. Kindness to others and generosity underpin both the success of the community and our key educational objectives in encouraging our pupils to progress from the more naturally egocentric attitude of younger children towards a developing awareness, tolerance and acceptance of others demonstrated by our older ones.

Our rules and expectations of behaviour are determined through a strong pastoral framework, focusing on each child as an individual and through,

- class teaching
- pastoral guidance
- close monitoring
- assemblies
- clubs and activities
- break and playtime

Rewards and Positive Reinforcement

Our staff reinforces expectations about good behaviour throughout the school day and a clear statement of agreed class rules, specific to the year group concerned, is posted in each classroom. Rules are also posted in other classroom areas that are not used as Form Rooms.

These might include:

- Following instructions the first time.
- Being polite.
- Listening carefully.
- Respecting other people and their possessions.
- Saying things which are kind, necessary and true.
- To tell members of staff if they are upset about anything.
- Walking indoors.
- Playing fun and inclusive games in the playground and avoiding fighting.
- Keeping within designated play areas.
- Leaving items banned by the school at home.

- Staying out of the car park if unaccompanied by an adult.

At Northbourne Park School, we encourage the establishment of good teacher/pupil relationships and support for the school's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment.

Teachers are essential positive role models for the children, who will emulate their example. The standards set by members of staff in being considerate to others, and in listening carefully are essential examples to our pupils. The staff generally conducts itself according to the same standards expected of the children in its care, using a policy of positive behaviour and using positive comments when addressing the children, for example. Avoiding negative language is just one way of establishing a positive and supportive learning environment for all children. All pupils should be treated fairly and be provided with equal opportunities to thrive in all areas of school life.

Our system of rewards includes:

- Verbal praise and written praise for good work and behaviour.
- Academic Points for both effort and achievement, which are celebrated in the classroom in our extra-curricular provision and in boarding.
- Termly year group prizes for attainment and effort.
- Annual year group and subject prizes for attainment and effort.
- Posting examples of excellent work in art/ design, sports, and drama and concert achievements on the school's web site and in classrooms and corridors, so that the community can celebrate success.
- Issuing Commendations to pupils who have achieved outstanding effort or attainment in all areas of school life. Pupils present their work to the Headmaster, who completes a Commendation certificate which is then handed to the pupil concerned at the next Monday morning assembly. Three House Points are awarded to the pupil for each Commendation received.
- Reports to parents, which are always worded to be as constructive as possible, as per the Reporting Policy published on the Intranet.
- Student of the Fortnight Awards are planned for 2010.

House Points

The House Points system is an effective way of emphasizing good behaviour and discipline. Each pupil is assigned to a house, Drake, Marlborough, Nelson or Wellington, on entry to the Prep School and they remain loyal to this house throughout their school career.

Merits and demerits, called 'Pluses' and 'Minuses' at NPS, are awarded for academic performance (*or lack of it!*) and behaviour. They form a robust quantitative measure of academic and pastoral performance which is emphasised through the House Points boards, prominently placed by the main entrance to the school so as to allow parents to monitor their child's performance, through weekly notices displayed on the Main Notice board, detailing Commendations received, and through Monday assemblies, when the Headmaster announces the house totals for each week and hands out Commendations to pupils.

The importance of House Points is further reinforced through each pupil's reports where a total is included and through regular references to the House Points in letters to parents. Any pupil receiving four minus points for behaviour will automatically be placed in detention for the whole of the following week.

The Staff is careful about giving out pluses and minuses and never hands out minuses as a blanket punishment. (There are pupils who take a particular pride in having never gained a minus during the course of their whole school careers.)

Minuses may be given out singly by staff members for peccadilloes. Any more significant incident of poor behaviour should be dealt with through the Detention system (*see below*) or the Notifiable Incidents Form (*see below*).

The Form Tutor

The Form Tutor is the primary carer and is responsible for achieving a high standard of behaviour from pupils in his / her class across their academic, extra-curricular and pastoral life in the school. S/he should liaise closely with the Headmaster and the Deputy and Senior Master in delivering the highest quality pastoral care. S/he should always pass on points of concern to the Headmaster, however small and not be

afraid to seek advice. More advice on the Form Tutor role is included in the Form Tutor document in the shared documents area of the Staff Policy Library on the Intranet.

Documentation

The Form Teacher is solely responsible for documenting and maintaining accurate records of disciplinary or pastoral incidents which arise in school. This documentation is essential in identifying and then dealing with poor behaviour.

In the summer term, each Form Tutor should arrange a *Seamless Transition Meeting* to go through the *Pupil File* with the Form Tutor the children will have the next year. This meeting should be a chance for an informal discussion to take place and it is useful at this point for notes to be taken.

At the end of the summer term, the *Pupil Files* should be checked by the Form Tutor, arranging the Academic information on the left hand pocket of the file and the pastoral information on the right in reverse chronological order (*the most recent information on the top*) and weeding out any irrelevant information. The *Pupil File* should then be passed on to the next Form Tutor before the summer holidays.

In September, the new Form Tutor should prepare a *Pupil Incident Form* for each pupil in his / her class on which she should document chronologically, with time and date, any minor incident that occurs either under his / her supervision or which is passed on to her by other members of staff. The Form Tutor should review the *Pupil File* regularly and seek to identify any repeated patterns of poor behaviour. Repeated incidents of poor behaviour which have not been addressed by the pupil, require the Form Tutor to complete a NIF. The teacher is responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness in class, late or poorly completed work. Additional work may be set, or the pupil may be required to re-do unsatisfactory work. Repetition of this behaviour will be reported to the Head of Department and to the pupil's Form Tutor and may lead to a lunchtime detention of 40 minutes.

Communication with Parents

The school believes that good discipline is achieved through good, clear and supportive communication with

- the children in our care.
- the Learning Support Department.
- the Senior Master / Deputy Head / Headmaster.
- parents and families of the child.

Essential to good discipline, is good communication with parents and the Form Tutors will take a primary role in ensuring that they are accessible to them, spending time at the ends of the days in particular chatting informally to parents and picking up concerns early. This is seen as good 'railtrack maintenance' and can ensure that problems are not allowed to develop but are dealt with at a low level in the first instance.

Good discipline also requires good judgment on the part of the Form Tutor and Senior Management Team.

Good solutions for poor discipline are not universally applicable. The school is aware that each individual disciplinary case requires a fresh approach and although it should seek as far as possible to be consistent in its punishments and sanctions, it reserves the right to vary the punishments depending on the individual involved and its particular circumstances.

Sanctions for Breaches of Discipline that do not Merit Exclusion

Poor Behaviour

Children make mistakes; it is in their nature. We believe that through making mistakes, children can learn and develop appropriate behaviour both individually and collaboratively. Our aim is that there will always be a positive resolution to any disciplinary issue that arises. This is not to say that the pupil will get away with

poor behaviour, simply that a positive lesson can be learnt from any incident. Ultimately, we have a role in reinforcing good behaviour by ensuring that children are able to:

Reflect on their behaviour	(Past)
Assess their behaviour	(Present)
Agree to change their behaviour	(Future)

Children should therefore be:

- made aware as to where they have gone wrong,
- encouraged to consider **why** they have allowed the incident to happen, *and*
- asked to consider how they can amend their behaviour and learn from the incident in the future.

The second of these two bullet points is the most critical to a successful resolution of the issue; it might require some soul-searching to identify the answer to the question 'why'. The answer might for example be 'showing off' or 'laziness' or 'boredom'. Getting to the core of the reason for the behaviour is the crux of pastoral care and often opens up other avenues for exploration, a pupil feeling that s/he is not academically stretched, a monotonous lesson or inter-personal issues with a particular staff member or gender.

Break Time Discipline.

The outside play area is split notionally into zones for each year group so as to allow pupils to play separately with children of the same age if they choose to whilst having the freedom to play with older or younger children.

Our ideal is that all children can learn to play together outside, treating other pupils with respect and enjoying free time. If a child behaves poorly at break time, s/he will not be allowed to play in the woods. If poor behaviour persists at break time, s/he will be asked to stay with the member of staff on duty. If the behaviour persists, they will be supervised inside the building for the duration of break time in detention.

Detention

The school operates a detention system, which runs on a Thursday afternoon during club time. Pupils will not attend their normal Thursday club whether it is paying or non-paying. Pupils will be required to complete a piece of work which will be determined by the Senior Master. (For example, an essay on current affairs).

Academic Discipline

If individuals do not keep to the class rules, certain sanctions apply. These have a ladder of severity according to the seriousness of the event and the frequency of its occurrence.

- Offence 1. Name on the board
- Offence 2. Sit separately for 5 minutes
- Offence 3. Miss a playtime or being set a community task for a designated time, such as removing chewing gum, or collecting litter under the supervision of a member of staff.
- Offence 4. *Academic Problem Note* sent to the pupil's Form Tutor.
- Offence 5. Teacher completes a *Notifiable Incidents Form* (NIF) and sends it to the Pupil's Form Tutor. (*Please see below for more details on Notifiable Incidents.*)

Persistent lateness to lessons will be reported to the pupil's Form Tutor using an *Academic Problem Note* or a *Notifiable Incidents Form* and may lead to a 40 minute supervised detention at lunchtimes.

Repeated lateness, or repeated indiscipline in class will be reported to the pupil's Form Tutor through the an *Academic Problem Note* or a *Notifiable Incidents Form*.

Persistently poor academic performance may result in the Form Tutor requiring a pupil's teachers to make written comments on his/her performance at the end of every lesson on an Academic Report Card.

Suspension and Exclusion.

The Headmaster may suspend a pupil, for a period of between 48 hours and one week for very serious indiscipline, or less serious offences, where repeated punishment has proved ineffective. If suspension is ineffective, the school may be forced to exclude the pupil, or to require him/her to leave the school.

Notifiable Incidents

Staff should document more serious incidents (or repeated low level incidents for which warnings have been ignored) on the *Notifiable Incidents Form*. Notifiable Incidents include any action on the part of a child, which results in significant harm or potential harm. This might include repeated:

Fighting Hitting	Pushing Shoving Tripping	Name-calling Spitting	Or any other aggressive and intimidating behaviour.
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If pupil refuses to follow the instructions of a member of staff in the first instance then a warning should be given and if s/he fails to co-operate than a *NIF* should be completed. Other serious breaches of discipline, bringing the school into disrepute, impoliteness to any member of staff should always result in a NIF.

Corporal Punishment.

Corporal is never used at Northbourne Park; it is archaic, and serves no purpose but to promote violence as a means of resolving issues and therefore is not in accordance with the aims of the school or any of its policies.

Boarding House

The boarding house is seen as a separate entity to the normal school day in order that the boarders are allowed to enjoy the same sense as the Day Children of being 'at home' rather than at school. Although the boarding and day staff communicate clearly about pastoral and disciplinary issues that arise, the Head of Boarding and the boarding staff operate their own Disciplinary processes, mirroring the school Discipline Policy to start with and incorporating it at later stages of the ladder.

- Offence 1. First warning about the behaviour.
- Offence 2. Second warning about the behaviour and a note in the Boarding Diary.
- Offence 3. Boarding Memo to Form Tutor.
- Offence 4. Formal minuted meeting with the Head of Boarding.
- Offence 5. Level 1 Meeting with Form Tutor and Head of Boarding. (*see below*)

Further Offences continue up the NPS Disciplinary Ladder.

The NPS Disciplinary Ladder

The structure laid out below highlights a ladder or series of procedures which encourages communication between the various parties who should be involved in a disciplinary solution whilst providing a clear sense of consequences for poor discipline. Each stage should be documented fully so as to allow us to provide

details of previous disciplinary issues should the latter need arise. At every point clear communication should take place between the Form Tutor as the first point of contact and the child's parents. The school hopes that in the vast majority of cases, disciplinary issues will be dealt with at Level 1 and that very rarely will they progress on to higher levels.

LEVEL 1

Notifiable Incident Review

On receipt of a *Notifiable Incidents Form*, the Form Tutor should,

- Discuss the incident with the child involved and suggest a remedial course of action.
- Check with the Learning Support Teacher to see if there are SEN factors involved.
- Sign and date the NIF
- Consider as to whether to discuss the incident with the Senior Master / Deputy Head / Headmaster
- Pass on the Form to the Senior Master (Years 3-8) or the Deputy Head (6e and 5e), who will discuss the incident with the Headmaster or recommend any further action required

He will then and pass the NIF on to the Headmaster for signature.

- The Headmaster will then sign the NIF making further recommendations if necessary.
- The Form Tutor should discuss the incident informally with parents as soon as possible after the incident exploring with them different ways to manage the poor behaviour and enlisting their co-operation. The Learning Support Teacher may well have some ideas to contribute at this point
- The Form Tutor will inform the parents of the disciplinary action taken and inform them that further poor behaviour will result in a **Form Tutor Review Meeting**.
- It is the Form Tutor's responsibility to file the original copy of the NIF on the *Pupil File*, and distributing other copies as detailed by the Headmaster.

LEVEL 2

Form Tutor Review Meeting

Repeated *Notifiable Incidents Forms* trigger a **Form Tutor Meeting** with the Pupil, Form Tutor (Senior Master and parent depending on the seriousness of the incident, which,

- Gives a formal warning to the child about the repeated poor behaviour.
- Advises the pupil that a **Parental Review Meeting** will take place if the poor behaviour is repeated.

This meeting is documented and copied to the pupil's file.

The Form Tutor will discuss the issue informally and in private with the child's parents. Informing them,

- That the **Form Tutor Review Meeting** has taken place, including date and time.
- About the nature of the repeated poor behaviour.
- That parental support would again be appreciated to reinforce good behaviour both at home and at school.
- That the parents are welcome to come in and review the issue if they would like.
- That we have considered the appropriateness of enlisting the advice of other experienced professionals, such as a Counsellor, General Practitioner or an Educational Psychologist in order to support the child as s/he develops strategies to improve behaviour.
- That further poor behaviour will result in a **Parental Review Meeting** to which they would be invited.

Notes of this meeting should be placed on the *Pupil File*.

NB: MOST BEHAVIOURAL ISSUES CAN BE RESOLVED / CONTAINED AT THIS LEVEL.

LEVEL 3

Parental Review Meeting

Further repeated *Notifiable Incidents Forms* trigger a **Parental Review Meeting** with the Form Tutor, Parents, Senior Master / Deputy Head (*and where appropriate the child*) which,

- Gives a further formal warning to the child about poor behaviour and enlists the support of the parents in raising expectations of behaviour both at home and at school and explores strategies for doing so.
- Advises the pupil that a **Headmaster's Review Meeting** will take place if the poor behaviour continues, the most likely result of which will be a temporary exclusion from school and a final warning about this poor behaviour.
- Explores the appropriateness of enlisting the advice of other experienced professional, such as a Counsellor, or an Educational Psychologist in order to support the child as s/he develops strategies to improve behaviour.

This meeting is documented and copied to the pupil's file. A standard letter is sent to the parents at this point explaining:

- That the meeting has taken place, including date and time.
- The nature of the repeated poor behaviour.
- That parental support would be appreciated to reinforce good behaviour at home and at school, mentioning any agreed or suggested strategies for this reinforcement.
- That the parents are welcome to come in and discuss the issue again.
- As to whether the school recommends contact with other educational or pastoral professionals.
- That further poor behaviour will result in a *Headmaster's Review Meeting* to which they will be invited. Any replies or further communication from the parents is to be placed on the pupil file.

IN THE UNLIKELY EVENT THAT THE BEHAVIOUR IS NOT IMPROVED AT THIS POINT THEN THE FORM TUTOR / SENIOR MASTER / DEPUTY HEAD WILL PROCEED ON TO:

LEVEL 4

Headmaster's Review Meeting (possibly combined with Suspension)

Further repeated *Notifiable Incidents Forms* trigger a *Headmaster's Review Meeting* with the Headmaster, Form Tutor, Parents and Senior Master / Deputy Head (*and where appropriate the child*). The most likely outcome of this meeting is a temporary suspension of the child from school. The meeting

- Gives a Final Warning to the child about poor behaviour and again enlists the support of the parents in raising expectations of behaviour both at home and at school.
- Offers the Parents the opportunity at this stage to withdraw their child from Northbourne Park School.
- Inform Parents that exclusion from school is the most likely outcome if the poor behaviour continues.

This meeting is documented and copied to the pupil's file. The meeting is immediately followed by a letter to the parents from the Headmaster detailing:

- That the meeting has taken place, including date and time.
- The nature of the repeated poor behaviour and repetition of the Final Warning about this behaviour.
- The offer made in the meeting for the Parents to withdraw their child from Northbourne Park School.
- That parental support would be appreciated to reinforce good behaviour at home and at school.
- That the parents are welcome to come in and discuss the issue again.
- Further poor behaviour may result in a Permanent Exclusion from school.

Any replies or further communication from the parents is to be placed on the pupil file.

LEVEL 5

Final Review Meeting

Further repeated *Notifiable Incidents Forms* trigger a *Final Review Meeting* with the Headmaster, Deputy Head / Senior Master, Form Tutor, Parents (*and where appropriate the child*). The most likely outcome of this meeting is the permanent exclusion of the child from school, after discussion with the Chairman of Governors.

This meeting

- Offers the Parents the opportunity to withdraw their child from Northbourne Park School.

If this is not accepted, it,

- Details the permanent exclusion and offers help to the parents in finding another school for their child.

This meeting is documented and copied to the pupil's file. The meeting is immediately followed by a letter to the parents from the Headmaster detailing:

- That the meeting has taken place, including date and time.

- The offer made in the meeting for the Parents to withdraw their child from Northbourne Park School.
- The nature of the repeated poor behaviour leading to Permanent Exclusion.
- That the parents are welcome to pursue the School Complaints Procedure.

Any replies or further communication from the parents is to be placed on the pupil file.

Expunging

It is possible for children to expunge their records and move down one level at a time for protracted periods of good behaviour on the recommendation of the Form Tutor and with the agreement of the Headmaster.

EWB