

## **Behavioural and Discipline Policy**

BETHANY SCHOOL  
CURTISDEN GREEN  
GOUDHURST  
KENT

**Pupils' views on why Bethany has a Behavioural and Discipline Policy**

To ensure that we are praised for the good that we do and that we learn from our mistakes and only get punished when necessary.

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## 1. Introduction

It is important to bear in mind that the vast majority of our pupils behave very well and try to do the right thing at all times. We should also remember that behaviour may always be modified for the better through regularly praising and rewarding for both good work and positive behaviour.

However, the purpose of this policy is to provide pupils, parents and staff with a clear understanding of the expectations, standards and procedures relating to the maintenance of good order in the School. It is essential in the creation of a positive and high-quality learning environment that these expectations – of standards of work, appearance and behaviour – should be shared and supported by pupils, parents and staff.

It is inevitable that some aspects of a policy on discipline, in particular those that outline unacceptable behaviour, will be expressed in negative terms. However, the policy as a whole should be viewed as a positive document that will help to ensure the high standards, good behaviour and achievement of the majority are acknowledged and supported and that those who diverge from the accepted standards are encouraged to comply with them.

We follow the non-statutory advice Behaviour and Discipline in schools (2014). Specifically, we will observe our duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils. We will provide appropriate support systems for pupils, liaise with parents and other agencies, manage pupils' transition, and take appropriate disciplinary action against pupils who are found to have made malicious allegations against staff.

In the administration of these standards it should be the particular responsibility of staff to be fair and consistent. At no time should we use language or actions that might be construed as derogatory, disrespectful or sarcastic and unnecessary confrontation and escalation should always be avoided.

The School does not use corporal punishment.

## 2. Positive Student Behaviour with Rewards

We aim to create an atmosphere where pupils behave with courtesy, consideration and respect for other people and their property and the environment and where pupils are able to strive for and give of their best.

- Pupils' good behaviour is a whole school responsibility
- Guidelines on appropriate behaviour etc and the scale of rewards and sanctions are published and on display in appropriate places

- Good communication verbal and written – the ‘paper trail’ - is essential
- The tutor is key and parents need to be fully involved

### 3. Basic Behavioural Expectations and Standards

In all circumstances, staff will expect all pupils to:

- behave with courtesy and consideration for other people – all staff, other pupils, parents and visitors
- respect other people’s property as well as their general environment and the fabric of the buildings
- take responsibility for their own actions. This includes refraining from using offensive, vulgar or foul language and behaving in an anti-social manner
- respond co-operatively to instructions from staff and School officials
- dress according to the appearance guidelines and to be smart and well presented at all times
- walk sensibly and quietly in the buildings
- put rubbish and litter into the bins
- not take food or drinks out of the dining room
- refrain from chewing gum or spitting
- speak with good manners and refrain from coarse and uncouth language

**In addition, in lessons staff will expect all pupils to:**

- be punctual, line up outside the classroom and enter in a orderly manner
- bring the appropriate books, equipment or games kit to every lesson
- listen, to follow instructions and to remain quiet when asked
- contribute to the lesson positively
- respect the right of other pupils to learn and teachers to teach
- complete classwork and prep to the best of their ability
- record prep tasks in their planner

### 4. Rewards & Sanctions

#### Positive Student Behaviour with Rewards

We aim to create an atmosphere where pupils behave with kindness, courtesy, consideration and respect for other people, their property, the environment and where pupils are able to strive for and give of their best.

- Pupils’ good behaviour is a whole school responsibility.
- Guidelines on appropriate behaviour and the scale of rewards and sanctions are published and on display in appropriate places.
- Celebration of pupil achievement is key. Parents and Tutors should be involved and communicated to. Commitment to our community is as important to Bethany School as high academic and/or non-academic achievement.

There are prizes at the end of each term. There are prizes on Speech Day for a number of different areas of achievement, effort, performance and also citizenship. Merits are recorded on iSAMS and may be seen via the Parent Portal.

Staff are actively encouraged to reward pupils throughout the full age range of the pupils but are reminded that it is a particular responsibility of staff to apply sanctions fairly and consistently especially with reference to age, gender and ethnicity.

### Suggested level system for Rewards.

<p><b>LEVEL 1 Merit</b></p> <p><b>Academic merits</b> can be awarded any teacher for very good work – in class, prep, practical / performance work, tests, marked progress, special effort.</p> <p><b>Non-academic merits</b> can be awarded by any member of staff for considerate and helpful behaviour towards others or around the school. For a good contribution to a KRS competition overseen by the Head of KRS.</p>
<p><b>LEVEL 2 Postcard Home (Equivalent of 5 x Merit)</b></p> <p><b>Academic</b> – awarded by HoD for an excellent piece of work or contribution in practical or performance work.</p> <p><b>Non-Academic</b> – Given HoM/ KRS Head of House/Tutor for an excellent contribution to House, KRS competition, Charity fundraising</p>
<p><b>LEVEL 3 Student of the Week (Equivalent of 10 x Merit)</b></p> <p><b>Academic</b> – awarded by Departments weekly and Tweeted for the pupil showing outstanding contribution to learning that week in that subject. For example – Best exam score, Excellent Essay or Project, consistently outstanding in lessons.</p> <p><b>Non-Academic</b> –awarded by Houses for the pupil who has contributed to the House in an outstanding way. For example – Organising a House Event, best effort grade score in house.</p>
<p><b>LEVEL 4 Student of the Term (Equivalent of 15 x Merit)</b></p> <p>Awarded by Houses and Competitive Houses for consistently outstanding contributions or exceeded expectations throughout the term to one pupil.</p>
<p><b>LEVEL 5 Headmaster Commendation</b></p> <p>Awarded by the Headmaster for the better than 1.25 Effort Score in Head’s Assembly, by specific nomination by a member of staff, the Prefect Team for an exceptional piece of work or contribution to the whole school.</p>

### Cumulative Merit Prizes

Over the course of an Academic Year as pupil accumulate merits then they can achieve the following prizes. Bronze and Silver to be awarded at House Assembly and Gold to be awarded at the end of Term Head’s Assembly or at the assembly following their achievement and the tutor to inform the Headmaster accordingly.

Cumulative Merit Prizes:

Bronze = 20 Merits - £10 Amazon Voucher

Silver = 100 Merits - £ 20 Amazon Voucher

Gold = 200 Merits - £50 Amazon Voucher

## End of Term Prizes:

### House Merit Cup

Awarded to the KRS House with the most Merits accumulated in a term wins the House Merit Cup.

### Student Merit Cup

Awarded to the pupil across the whole school who has accumulated the most merits in a term.

### The Healy House Effort Cup

Awarded to the House with the highest combined average effort score for the term.

## 4.1 SANCTIONS – Academic and Behavioural Concerns

In both areas concerns, and therefore sanctions, progress through five increasingly more serious levels. They start with a quiet word from a teacher or tutor, progress through debits, detentions, suspensions and finally, *in extremis*, expulsion.

The tutor deals with all concerns in the first instance, helping their tutee and liaising with parents, then the Housemaster/mistress and/or the Head of Department become involved, followed by the SMT and finally the Headmaster.

4.1.1 Level 1 slip - For flagging up concerns and hopefully, pre-empting a potentially escalating problem

4.1.2 Level 2 Debits - Issued by a member of staff in response to Level 2 incidents. Three debits result in a Friday detention

4.1.3 Detentions – Parental consent is not required for detentions, however, letters are sent in advance, for information to parents by the Housemaster/mistress should a pupil be issued with a Friday or Saturday detention.

Departmental Detentions	for poor work, lack of prep etc
Daily Academic Detention	Failure to attend Department Detention
Friday detentions	an accumulation of three level 2 debits <b>or</b> in response to a Level 3 incident
Saturday detentions	an accumulation of more than 1 Friday detentions <b>or</b> in response to a Level 4 incident

Level 2 and Level 3 debit slips are not carried over into the next half term.

### 4.1.4 Suspensions

Internal suspension	an accumulation of Saturday detentions <b>or</b> in response to a Level 4 or 5 incident
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External suspension	in response to a Level 5 incident
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- A central record of serious sanctions is maintained by the Deputy Head and is reviewed monthly by the Headmaster and annually by the Chair of Governor responsible for the Complaints Policy.
- In boarding houses records for minor sanctions are held in boarding houses there but the more serious sanctions are held centrally in the serious sanctions register.

#### 4.1.5 Permanent Exclusion

- Any pupil who sells drugs to other pupils on school premises will be permanently excluded.
- An accumulation of detentions and suspensions may well result in a pupil being asked to leave the School.
- The School will also consider whether permanent exclusion is a suitable response to bullying.
- Permanent exclusion is subject to a right of appeal and the procedure is as outlined in Stage 3 of the Complaints policy.

## 5. Appropriate Responses

### 5.1 During Lessons

Wherever possible, an incident should be dealt with **at the time it arises** by the member of staff taking the lesson, who will benefit from having dealt with it effectively. Often this will also prevent what is probably a relatively minor offence escalating and becoming more difficult to deal with. Staff should calmly, but assertively, remind the pupil of our expectations.

If the difficulty persists follow the guidelines referring to the pupil's Tutor, your HoD, the pupil's HoM, SMT or Headmaster as appropriate.

### 5.2 Outside of the Classroom

Similarly, the member of staff witnessing an incident should, wherever possible, deal with it **at the time it arises**. This should prevent the situation escalating  
If the difficulty persists then, as above, follow the guidelines.

## 5.3 Exclusion

This should only be used if a pupil is disrupting or disturbing lessons and the usual strategies have not worked and where, despite our best efforts, the indiscipline of the pupil is preventing us from teaching others.

In the first instance, and this is likely to be in response to a Level 4 incident, the pupil should be sent to the HoD, accompanied by a reliable pupil and with the appropriate work. If this proves difficult a reliable pupil should be sent to find your HoD who should come to your classroom to deal with the situation.

The second, more serious, instance, is likely to be a response to a Level 5 incident. The pupil should be sent to a member of the SMT, once again accompanied and with work. If this proves difficult a reliable pupil should be sent to find a member of the SMT – this may well need to be via the School Office – they should then come to the classroom to deal with the situation.

## 6. Student Behaviour

LEVEL 1 INCIDENT	RESPONSES	STAFF / ACTION
Minor everyday incidents, disruptions eg lunch queue Poor dress Failure to register	Quiet word Move to back of queue Quiet reminder	Teacher concerned Verbal contact with tutor

LEVEL 2 INCIDENT	RESPONSES	STAFF / ACTION
Repetition of everyday minor incidents/disruption Repetition of poor dress Conflict with another pupil Minor bullying Inappropriate or foul social behaviour and language Repeated failure to register	Appropriate words of reprimand Debit Inform tutor	Teacher concerned Tutor informed on paper Tutor speaks with tutee Tutor speaks with parents Verbal contact with HoM

LEVEL 3 INCIDENT	RESPONSES	STAFF / ACTION
Persistent repetition of everyday minor incidents/ disruption/ poor dress despite earlier	Appropriate words of reprimand Inform tutor Inform & refer to HoM	As Level 1 & 2 - plus HoM informed on paper HoM speaks with pupil HoM speaks with parents

interventions by tutor/teacher Rudeness to another pupil Repetition of bullying More serious conflict between pupils Inappropriate, flippant comments to staff	Friday detention Letter to parents Behaviour report	Verbal contact with SMT
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LEVEL 4 INCIDENT	RESPONSES	STAFF / ACTION
More serious 'one-off' type incidents/disruption Significant disregard for basic standards of dress or behaviour or language Rudeness to staff Vandalism Smoking Minor theft	Exclusion to HoM Inform tutor Refer to HoM Saturday detention Internal suspension Fine Letter to parents Behaviour report	As Level 1, 2 & 3 - plus SMT informed on paper SMT speaks with pupil Verbal contact with HM

LEVEL 5 INCIDENT	RESPONSES	STAFF / ACTION
Serious breakdown in behaviour Persistent disruption Use of abusive language to staff Serious bullying Serious vandalism Serious theft Persistent smoking Smoking in a building Involvement with alcohol or illegal drugs	Exclusion to SMT Inform tutor Inform HoM Refer to SMT Internal Suspension External Suspension Letter to parents Meeting with parents Behaviour report Possible expulsion	As Levels 1, 2, 3 & 4 - plus HM informed on paper HM speaks with pupil HM speaks with parents

## 7. Academic Concerns

LEVEL 1 INCIDENT	RESPONSES	STAFF / ACTION
Minor everyday classroom incidents Late for lesson Lack of equipment	Quiet word Reprimand Move seat Additional work	Teacher concerned Verbal contact with tutor Verbal contact with HoD

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Talking out of turn Poor class work Poor prep Prep not done	Kept behind / return at break	
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LEVEL 2 INCIDENT	RESPONSES	STAFF / ACTION
Repetition of minor classroom incidents Repeated lateness for lesson Repeated lack of equipment Repetition of poor work Repetition of poor prep Repetition of no prep Inappropriate behaviour or language	Appropriate words of reprimand Debit Department detention Inform tutor Inform HoD Academic report	Teacher concerned Tutor informed on paper Tutor speaks with tutee Tutor speaks with parents HoD informed on paper HoD speaks with pupil Verbal contact with HoM

LEVEL 3 INCIDENT	RESPONSES	STAFF / ACTION
Despite earlier intervention, Persistent repetition of: minor classroom incidents Lateness Lack of equipment Poor work Poor prep No prep Disruption in class Minor rudeness	Appropriate words of reprimand Inform tutor Inform & refer to HoD Inform HoM Friday detention Letter to parents Academic report	As Level 1 & 2 - plus HoM informed on paper HoM speaks with pupil HoM speaks with parents Verbal contact with SMT

LEVEL 4 INCIDENT	RESPONSES	STAFF / ACTION
Significant disregard for standards of work in class or in prep Rudeness to staff More serious classroom disruption	Exclusion to HoD Inform tutor Inform HoM Refer to HoD Saturday detention Internal suspension Letter to parents Academic report	As Level 1, 2 & 3 - plus SMT informed on paper SMT speaks with pupil SMT speaks with parents Verbal contact with HM

LEVEL 5 INCIDENT	RESPONSES	STAFF / ACTION
Persistent: Poor work in class or prep Disruption in class Use of abusive language to staff	Exclusion to SMT Inform tutor Inform HoD & HoM Refer to SMT Internal Suspension External Suspension Letter to parents Meeting with parents	As Level 1, 2, 3, & 4 – plus HM speaks with pupil HM speaks with parents

## 8. Sanctions for Misuse of IT and Electronic Equipment in School.

This section should be used in conjunction with the ESafety and Computer Usage policy for students. Annex C to this policy.

Level	Examples	Response	Staff/Action
1	Minor misuse of IT: such as using a mobile phone in a lesson.	Quiet Word Reprimand If in lesson kept behind or return at break/lunch	Teacher concerned: Verbal contact with Tutor Verbal contact with HoD if in lesson
2	Misuse of technology that disrupts learning of oneself during lessons (eg – using Skype, gaming, on unauthorised websites) or misuse of school provision of broadband outside of lessons. Sharing passwords, setting up a bogus account, taking pictures of other people without permission, internet history should not be deleted for periods when devices are used in school, having mainstream material and games that are age inappropriate in school.	Appropriate words of reprimand Debit Inform Tutor Inform HoD if in lesson Department Detention	Teacher concerned: Tutor informed on paper Tutor speaks with tutee Tutor speaks with parents HoD informed on paper HoD speaks with pupil Verbal contact with HoM One week confiscation of the device (to be locked in the school safe, if deemed appropriate by HoM) First

3	<p>Misuse of technology that disrupts the learning of others (sharing or showing others in a lesson material not related to the learning in the classroom) or misuse of technology by inappropriate behaviour as defined in the Acceptable Use Policy. Minor 'fraping', obtaining passwords of others without consent, one off use of threatening or offensive language, take pictures of another person without permission with the intention to cause distress or to film other people without permission unless it is to be used as evidence to show a senior member of staff, deliberately share someone else's private information, sharing mainstream material and games that are age inappropriate in school,</p>	<p>Appropriate words of reprimand Inform tutor Inform &amp; refer to HoM Friday detention Letter to parents IT Behaviour report</p>	<p>As Level 1 &amp; 2 - plus HoM informed on paper HoM speaks with pupil HoM speaks with parents Verbal contact with SMT Confiscation of any device including laptop. Repeated offences will lead to Saturday detention.</p>
4	<p>Misuse of technology that contravenes the System Security including the use of VPN / proxy sites or other methods of circumventing the school security system including accessing Staff or Guest wireless networks. OR serious misuse of technology in the school environment such as</p>	<p>Exclusion to HoM Inform tutor Refer to HoM Saturday detention Internal suspension Letter to parents IT Behaviour report</p>	<p>As Level 1, 2 &amp; 3 - plus SMT informed on paper SMT speaks with pupil Verbal contact with HM Reasonable precautions for the return to use depending on the offence including the ability of the school to carry out random spot checks of the equipment.</p>

	viewing inappropriate material such as pornography or using gambling websites. Frape, obtaining staff passwords, knowingly introducing a virus into school, deliberate damage to school hardware or another pupils hardware, use of threatening or offensive language, picture or film a member of staff without permission unless it is to be used as evidence to show a senior member of staff.		
5	Repeated misuse of technology or serious misuse of technology that breaks the law of the land or use of technology that has a serious negative impact on other students. Attempting to access administrator rights for the school system, installation of spyware, key loggers or hacking programmes.	Exclusion to SMT Inform tutor Inform HoM Refer to SMT Internal Suspension External Suspension Letter to parents Meeting with parents Behaviour report Possible expulsion	As Levels 1, 2, 3 & 4 - plus HM informed on paper HM speaks with pupil HM speaks with parents

Please note the use of IT for bullying will require the use of the Bullying Policy in conjunction with this document.

A repeat infringement at any level may lead to the level above being applied.

Plagiarism and breaking copyright will be treated seriously and should be addressed by the Deputy Head.

## 9. Smoking, Drinking and Drugs (See also Annex A to this Policy for more detailed guidance)

No smoking is allowed by pupils at the School or on School outings. Pupils found to be smoking, **or** in the company of smokers **or** with smoking equipment, will be given a

Saturday detention. For an 'inside' offence an Internal Suspension will be given in the first instance and thereafter an external suspension will be issued. Parents will be informed if and when such offences occur.

The possession of alcohol is forbidden to all pupils at School and the consumption of alcohol by Sixth Formers is only permitted under supervision and with the permission of the HoM concerned and parent/guardian. Infringements of this rule are also the immediate concern of the Headmaster/Deputy Head as is the possession, and/or supply, and/or taking of any banned/illegal substance.

The possession, use and/or supply and/or manufacture of drugs/illegal substances is totally forbidden and is also unlawful. Pupils in the possession of drugs will be suspended and may be expelled. Any pupil who supplies and / or manufactures illegal drugs or harmful substances must expect to be expelled from the School, and where appropriate, to have their actions reported to the Police.

Any pupil re-admitted to the School following their involvement in an incident of substance abuse must agree to be subject to random oral fluid testing at any time the School may request such and to comply with any actions requested by the Police. A test would be carried out under guidelines issued by the Medical Officers of Schools Association.

The School's Alcohol and Drugs Education Policy may be found on the VLE. The School's Medical Centre offers smoking cessation courses, whilst drugs education is delivered through PSHCE.