



ARNOLD LODGE

4 - 18 yrs Co-educational Independent Day School

# Senior School Discipline and Behaviour Policy

September 2017

**Approved by the Directors:** 2017

Reviewed Biennially

**Next review date:** September 2019

This policy is part of a portfolio of policies associated with 'Safeguarding' and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

This policy is drawn up in line with the non-statutory guidance *Behaviour and Discipline in School (2014)*.

## About this Policy

Promoting positive behaviour requires the commitment of all members of the school community. It requires consistent application of the rules across the school to ensure that pupils know the standard of behaviour expected of them – a key characteristic of positive behaviour being respect for others.



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## Introduction

At Arnold Lodge, behaviour management strategies are adopted that enable effective delivery of teaching and learning across the school and to ensure an environment where each and every pupil feels happy, safe and confident.

*We expect staff to:*

- promote a positive learning environment including proactive intervention with regard to anti-bullying
- encourage good behaviour through fostering values of equality and respect
- nurture self-discipline and positive work ethics

## Inappropriate Behaviour

Pupils are required to work sensibly and to move about the school quietly and courteously at all times.

*We expect pupils to be:*

- **HONEST:** be courteous, truthful and trustworthy at all times
- **HARDWORKING:** take responsibility for their actions
- **KIND:** have respect for, and be respectful of others, their views and their property

Concern regarding individual and or group behaviour will be logged and details shared with other staff members and the Headteacher.

## Behaviour Management Strategies

At Arnold Lodge we adopt a range of targeted strategies geared to driving and enabling positive behaviour and a safe and secure learning environment. This includes but is not limited to:

- driving the motivation to learn in all pupils through praise and/or reward of positive behaviour
- preventing bullying through proactive management and interactive teaching and learning
- student centred development of personal and social skills and positive attitudes and values
- promoting a spirit of achievement and self-esteem
- active and age-appropriate communication of the School ethos, culture with regard to behaviours
- adherence to measured disciplinary procedures geared to instilling positive behaviours
- adoption of an educational support framework for students with learning/behavioural difficulties
- regular and informed communication with parents/guardians
- provision and access to continuing professional development and coaching for staff



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## Behaviour Management Principles

- *Investigation* - the primary cause of inappropriate or poor behaviour shall be established and suitable support to counter such behaviour actioned
- *Acknowledgement* - pupils who consistently uphold the stated values of Arnold Lodge or demonstrate significant improvement in their behaviour shall be recognised for their achievement
- *Authorisation* - teachers (including teaching assistants) have delegated authority to invoke disciplinary proceedings for instances of misbehaviour occurring within the school and in some circumstances, outside of school.
- *Sanctions* - Inappropriate behaviour is not tolerated and use of sanctions is considered legitimate in order to remedy and/or deter continuing poor behaviour

In the classroom, we use a system to promote behaviour for learning. The system is used to provide clear and direct evidence to students and parents that the school is tackling issues, it has a positive effect on the classroom and supports both teaching and learning.

## Sanctions

Detailed information on the use and range of sanctions pertinent to the level of inappropriate behaviour is set out in the Arnold Lodge Use of Sanctions guidance note available on the Schools website. **Corporal punishment is not used at Arnold Lodge, nor is corporal punishment ever suggested or threatened.**

## Monitoring and Review

This policy is monitored and reviewed biennially.



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## Part I: Rewards

Providing rewards, praise and encouragement at Arnold Lodge are seen as an important means of developing excellent behaviour in the Senior School. It is the responsibility of staff to ensure that pupils are provided with a positive ethos and a positive class-room environment to encourage pupils to fulfil their potential both academically and socially.

### To achieve this, we will use:

1. Verbal and written praise
2. Placing work on display
3. Engage rewards
4. Phone call to parents
5. Certificates in Celebration Assemblies
6. Individual Prizes awarded at Prize Giving

### Engage rewards

Engage rewards are used for pupils in year 7-11. Engage rewards are issued for any of the following:

1. Outstanding effort and commitment
2. Outstanding progress
3. Consistently good work
4. Consistently good behaviour
5. Being consistently helpful or supportive
6. An outstanding piece of work
7. Regular attendance / positive attitude in extra-curricular club
8. Any other positive behaviour recognised by a member of staff

### Commendations

Pupils can be awarded an Engage reward for any of three categories: Academic, Extra-curricular and Citizenship. These are logged by the awarding teacher onto the Engage framework. Once a pupil achieves a set number of Engage rewards they will be given a commendation. For pupils in year 6-8 this will consist of a certificate in assembly and a prize. For pupils in year 9-11 this will consist of an email or letter home and a prize.

#Rewards	Certificate Awarded in Assembly (Yr6-8)	Prize
10	Bronze	
25	Silver	Small reward item <sup>1</sup>
40	Gold	Medium reward item
60	Platinum	Large reward item
85	Sapphire	£5 voucher
120	Diamond	£10 voucher & Headteacher's Prize

<sup>1</sup> Rewards can take a variety of forms including stationery or confectionary. Any confectionary awarded to pupils is seen as a 'treat' to encourage healthy eating and healthy living. For more information on how to support pupils, please see our Safeguarding Policy and the PSHEE policy



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## The House System

There are three houses at Arnold Lodge (Amicus, Veritas and Dedicus) and from Reception pupils are placed into a house. At the end of each half-term, the Engage rewards awarded to pupils in that house are collected together to give the total house points and the house with the most house points will win the star cup for that half-term.

Alongside the competition for the star cup, there are a number of house competitions for pupils to take part in including:

- House Sports (hockey, football, netball etc)
- House Art Competition
- House quizzes

At the end of the year at Prize Giving, the scores for house points and house competitions are collated and a winning house for the year is awarded the House Shield.

## Certificates and Prizes in Assembly

On occasion, pupils might demonstrate behaviour which goes beyond the normal recognition of the star/credit system. Where a pupil's actions (this might be a single act of outstanding kindness / responsibility or it might be for ongoing commitment which is above any beyond what is expected) then a Headteacher's Commendation may be awarded. The commendation, which will be awarded in a prize giving assembly, will be accompanied by a phone call to parents to inform them of the commendation and a reward which the Headteacher deems appropriate.

## House Points Raffle

In addition to the certificates and rewards that pupils can receive through their collection of Engage rewards, pupils will also be able to take part in the House Points Raffle. As pupils are rewarded Engage rewards, they are automatically entered into a raffle. At the end of each week, raffle tickets will be picked at random and a number of prizes drawn in the Assembly.



## Part 2: Behaviour in the Classroom – Behaviour for Learning

### 1. Why use the system?

- Supports teachers and TA's.
- Creates a whole school feeling and provides appropriate modelling to younger pupils.
- Has a positive effect on learning
- Provides immediate support to NQTs and new staff
- Provides the platform for improving teaching and learning
- Ensures fairness and consistency.

### 2. How does the system work?

For low level disruption:

Initial misbehaviour: pupil to be warned verbally 1 or 2 times that their behaviour is inappropriate.

- First misbehaviour.....Verbal warning (M1)
- Second misbehaviour.....Verbal warning (M2). Pupil may be moved to a different area of the classroom.
- Third misbehaviour..... Lunchtime Community Service (M3) for 25 minutes
- Fourth misbehaviour.....Afterschool Detention (M4) for 1 hour. Student may also be removed from the classroom (this should be exceptionally rare). Pupils removed from the classroom should be escorted by a member of staff to reception where alternative provision will be provided.
- Pupils or staff issuing a high number of M3 or M4s will have appropriate support put into place.

### 3. Remember to:

- Make clear that a misdemeanour is given and recorded on the board next to the pupil's name
- Give a period of 5 minutes between each "M" awarded to give the pupil time to curb their behaviour.
- Students should not be sent to stand outside classrooms to "cool down" or be punished by standing outside the staff room / sent to another class. For practical lessons such as Science and Food Technology pupils may be removed from the practical activity and given written work instead for a suitable period of time.
- Pupils may be moved to a different seat by a teacher after issuing an M1 or M2 to encourage positive behaviour and minimise disruption.

### 4. Behaviour for Learning towards the individual

- For any serious physical violence, the student is removed.
- Bullying, verbal violence or swearing at another student can directly be an M3 or an M4
- Any student with inappropriate objects (knife/drugs) will be suspended pending an investigation.
- Bad language directed at staff from a student – direct M4
- Two students using bad language between them – M3



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## 4. Dangerous behaviour in practical lessons

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## 5. Homework

- Any student missing homework without a valid reason can be awarded either an extension or an M3. This should be at the discretion of the teacher if a valid reason is able to be provided and, if necessary, substantiated by parents.

## 6. Procedure

- If a pupil reaches an M3, this should be logged as a 'lunchtime detention' on Engage.
- If a pupil reaches an M4, this should be logged as an 'Afterschool Detention' on Engage.
- Where a pupil has been given an M4, the parents must be informed by email no less than 24 hours before the detention.
- Detentions take place between 4:00pm to 5:00pm on a Wednesday.
- M3 and M4 detentions can only be cancelled by the awarding teacher

## 7a. M3 Community Service

- Community service takes place between 1.20 and 1.50pm.
- The awarding teacher should notify the pupil of where the detention is taking place.
- The Community Service Duty staff will assign tasks for the pupil. Suitable tasks could include but are not limited to: litter picking, cleaning desks, sorting lost property, tidying classrooms.
- The pupil should take time to reflect on his/her behaviour in the lesson.

## 7b. M4 Detention

- The M4 detention is a time for the pupil to reflect on their actions and consider how to improve their behaviour or work ethic in the future. This may be through discussion with the Detention manager (Senior School), a piece of research or a letter of apology. The M4 will also include silent reflection time.

## 8. Praise

- If student behaviour is positive and constructive within school, students should be given praise and this should be a genuine reflection of their success.
- In all classrooms students should feel comfortable with a positive learning environment in the classrooms.
- In each classroom, we aim to have at least twice the amount of praise as there are consequences.

## 9. M5 – removal of a pupil from a lesson

- Pupils who have an M5 will not return to school until parents have discussed the incident with a member of the school management team.
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## 10. Mobile phones and internet capable devices in school

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### Part 3: Use of Sanctions Guidance Note

The following are recommended school sanctions but are not to be considered an exhaustive list. Prior to considering sanctions, Arnold Lodge will always take into account the SEN / disabilities of the pupil and make reasonable adjustments as are appropriate. If in such instances sanctions are appropriate, the sanction chosen will also take the SEN / disability into account to ensure that it is reasonable for that pupil and their actions relative to their SEN / disability.

#### **Detentions**

**Persistent Low Level Behaviour:** break time detention, escalating to lunch time community service. In this instance, detention should be coordinated by the Mentor. In all instances, a record should be kept for future record.

**School Detention:** this may be given to a pupil from either their class teacher or their mentor (for mentors, please see the Mentor handbook and the behaviour flow-chart). For class teachers, School Detention may be given to a pupil who has not completed their prep, through the use of the 'M' system or because of a lack of effort towards their learning.

**Other Sanctions:** alongside traditional detentions, the school may utilise other sanctions (please see the DfE advice for headteachers and school staff, 'Behaviour and discipline in schools', January 2016'). Alternative possible sanctions include loss of privileges (such as not being able to take part in non-uniform days or responsibility), school based community service (such as picking up litter, weeding school grounds or helping to clear up the dining hall) or additional work to complete (used predominantly where the sanction is required for unsatisfactory work). Alternative sanctions will always be notified to parents before they take place.

#### **Reports**

Where pupils display continued poor behaviour after the intervention of a mentor (especially when this is occurring in lessons), pupils may be placed onto daily report to identify any causes of their poor behaviour (subjects, time of day, days of the week, etc) and to support pupils in Years 6-11 to reflect on and improve their behaviour.

As part of this process, key targets will be identified with pupils in conjunction with Mentor and the Headteacher. All staff who teach the pupil are expected to contribute to the monitoring of success or failure to achieve targets. This is not to be viewed as a punishment by the pupil or treated as such by the staff but as the development of self-discipline. Parents are informed and where possible are encouraged to discuss how the management of behaviour is agreed and shared at home and at school.

#### **Internal Isolation**

Should a pupil commit a serious enough offence or should their actions continue to represent a concern after considerable efforts to curtail their behaviour, pupils may be placed into Internal Isolation. A 'serious' offence might constitute (but is not limited to); swearing at a teacher, being impolite to visitors, intentionally hurting





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another child, bringing disgrace to the school name, offensive behaviour to peers or damaging school property intentionally. The Internal Isolation should be determined on a case by case basis taking into account the actions of the pupil and their particular needs and circumstances. During this time, the pupil will not be allowed to take part in school fixtures or other extra-curricular activities.

### **External Isolation**

Where behaviour continues to be of concern after Internal Isolation or is of a serious nature, pupils will be given an external isolation. Pupils will be removed from school and will remain at home for up to two days for a period of reflection. Teachers will provide work for the pupil during this time. The school will endeavour to work in full collaboration with parents in working towards helping the pupil to think about strategies for improvement of behaviour. The pupil will receive counselling support on his return to school after this period. The parents will be informed that a formal suspension or even exclusion could result if the pupil behaviour does not improve.

### **Suspension & Exclusion**

In extreme cases for persistent inappropriate behaviour or for incidents of gross misconduct<sup>2</sup> (which includes but is not exclusively the following – intentionally harming peers, severe and persistent bullying, theft or damage to school property and that of others, illegal substances brought in to school, dangerous implements brought into school, deliberate victimisation, inappropriate sexual activity, or for malicious accusations against staff) the Headteacher may suspend or exclude the pupil from school permanently. A pupil may be formally excluded from the school if it is proved on the balance of probabilities that the pupil has committed a very grave breach of school discipline or has committed a serious offence. Exclusion is reserved for the most serious breaches. In such cases, the Headteacher shall act with procedural fairness and parents will be fully informed of the process. The decision to exclude shall be subject to review by the Directors if requested by Parents. The pupil shall remain away from school pending the outcome of the review.

If a student is excluded, there will be no refund of the Registration Fee or of Fees for the current or past terms. There will be no charge to fees in lieu of notice but all arrears of Fees and any other sum due to the school will be payable.

### **Removal from school in other circumstances**

Parents may be required, during or at the end of a term, to remove a pupil from the school if, after consultation with the pupil and parent, the Headteacher is of the opinion that by reason of the pupil's past conduct or attitude to learning, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School or has an accumulation of offences or has failed to respond to School discipline or at the Headteacher's discretion should it be considered that continued attendance would be detrimental to the school community, or if a Parent has treated the School or members of its staff unreasonably. In these circumstances, Parents may be permitted to withdraw the pupil as an alternative to removal being required. The Headteacher shall act with procedural fairness in all cases and shall have regard to the interests of the pupil and parents as well as the school.

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<sup>2</sup> In all cases, it is the Headteacher that will decide what is to be considered gross misconduct.



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## **Review**

Parents may ask for a Review by a panel consisting of up to three members (One Director, or person appointed in lieu of the Director, one member of the Senior Leadership Team and an independent member) of a decision to exclude or require the removal of a pupil from the School. The request for a review must be made as soon as possible and, in any event, within seven days of the decision being notified to the parents. Parents will be entitled to know the names of the members who make up the Review Panel and may ask for the appointment of an independent panel member nominated by the school and approved by the parents (approval not to be unreasonably withheld).

## **Review Procedure**

The Headteacher will advise the Parents of the procedures (current at that time) under which such a review will be conducted by the panel. If Parents request a review, the pupil will be suspended from school until the decision to expel or remove has been set aside or upheld. While suspended, the pupil shall remain away from School and will have no right to enter school premises during that time without written permission from the Headteacher. A Review will be conducted under fair procedures in accordance with a duty to act fairly.

## **Behavioural strategies for individual pupils**

At Arnold Lodge we strive to support children with behavioural problems and cater for their individual needs. To support these children the following strategies may be put into place:

- weekly nurture group sessions, which will provide the children with strategies for dealing with the behavioural problems. They will be given half termly targets which will be reviewed by their Mentor and the Pastoral Lead.
- time out card to prevent inappropriate behaviour occurring and time to calm down
- pupil profiles will be created by the child themselves alongside their Mentor for all staff that come into contact with that child
- The Deputy Head (Pastoral) and Mentor will if necessary meet with parents and create a care plan to support that child and will be reviewed regularly.



## **Part 4: Discipline and Behaviour Management Strategies Guidance Note**

### **1. Enhance the motivation to learn in all pupils, by praising and/or rewarding positive behaviour by**

- Providing appropriate curriculum access for all varying teaching and learning styles according to purpose and group
- Providing challenge and pace in lessons
- Providing prompt and supportive marking of work
- Providing time for personal learning target setting, reflection and guidance of pupils
- Using displays to celebrate pupil success
- Recording commendations for pupil behaviour in the behaviour book
- Encouraging pupils to commend the behaviour of friends
- Sharing of commendable behaviour in assemblies
- Pupil Commendations
- Clear consistent boundaries are set regarding behaviour
- Pupils are made aware of the need for boundaries and specific expectations for their behaviour in ways that are appropriate to their level of understanding with their Mentor
- Positive methods of guidance are used. We reward good behaviour and encourage respect for others.
- We encourage responsibility, such as helping to tidy up.
- Adults intervene and re-direct, as necessary, to prevent disagreements developing that children cannot handle

### **2. Combat bullying and maintain an orderly environment, by**

- Dealing promptly with reported incidents, verbally, at first, but by maintaining a written record of incidents to ensure effective management of situations.
- Ensuring that students feel that their complaints are taken seriously by giving pupils access to a range of supportive staff if they need them from their Mentor or other Senior Staff.
- Reinforcing required standards of behaviour in class, assemblies, playgrounds, on the sports fields, corridors, stairs, when travelling in the school buses, on visits and residential trips
- Providing care and guidance from mentors

### **3. Developing personal and social skills and positive attitudes and values, by**

- Providing an effective programme of PSHEE
- Exploring and celebrating positive images of people from diverse cultures and beliefs in assemblies



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- Encouraging participation in and contribution to the school council
- Encouraging excellent role models through the Prefects and Head / Deputy Heads of School
- Encouraging pupils to work with staff to develop pupils' behaviour, skills and sense of self-worth. Tutors can refer pupils to named staff for a variety of reasons including, poor behaviour, low self-esteem, bullying behaviour, being victims of bullying, difficult family circumstances, low level of social skills, and standard of work.

#### **4. Developing a sense of achievement and self-esteem, by**

- Providing recognition, praise and reward of achievements in and out of school, through records of achievement, presentations, display, the school reward system, portfolios of work
- Commending outstanding behaviour. If pupils are thought to have engaged in behaviours that are particularly commendable tutors will be able to acknowledge this by using the school reward system effectively.

#### **5. Ensure understanding of the school ethos and practice, by**

- Publication of school values in the prospectus
- Reinforcement by class teachers, mentors, in class/tutor time or with individuals and groups
- Reinforcement through assemblies and school council
- Code of conduct in the pupil planner
- Through the appointment of Prefects. Amongst other duties and responsibilities they are expected to act as role models for younger pupils. They receive training and support in order for them to do so successfully

#### **6. Apply the Code of Practice for students with learning and/or behavioural difficulties and maintain effective educational support, by**

- Following an agreed procedure for implementing and monitoring IEPs (individual educational plans)

#### **7. Maintain close liaison with parents, by**

- Individual interviews, as and when required
- Use of the pupil diary, report cards, newsletters
- Involvement of parents in the use of IEPs
- Parents' evenings

#### **8. Provide appropriate staff development and support, by**

- Discussing pupil individual needs during staff orientation and staff meetings
- Discussing behaviour management issues with NQTs, new staff or teachers of specific pupils
- Allocating funding to meet individual or whole staff needs on issues relevant to this policy



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## Part 5: Sanctions and Authority<sup>3</sup>

Teachers can discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants. Corporal punishment is not used at Arnold Lodge, nor is corporal punishment ever suggested or threatened.

### Teachers' Powers

- Teachers can discipline pupils, in certain circumstances, when the misbehaviour occurs outside of schools
- Teachers have the power to impose detention outside of school hours
- Teachers can confiscate pupils' property

*Sanctions must satisfy the following conditions:*

- The decision for sanctions must be made by a paid member of school staff or a member of staff authorised by the Headteacher
- The decision to give a sanction and the sanction itself must be made on the school premises
- The sanction must not breach any other legislation and it must be reasonable in all the circumstances

*Pupils' conduct outside the school gates*

- Teachers may discipline pupils for misbehaviour outside of school when the pupil is:
  - Taking part in a school organised or related activity
  - Travelling to or from school
  - Wearing school uniform
- Or, misbehaviour at any time that:
  - Could have repercussions for the orderly running of the school
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the school

*Confiscation of inappropriate items*

- Teachers have the power to **search without consent** for "prohibited items" including:
  - Knives and weapons (these must be handed to police)
  - Alcohol and illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images (extreme or child pornography must be handed to the police)
  - Any article which is likely to be used to commit an offence, cause injury or damage property

<sup>3</sup> For full details, please see *Behaviour and discipline in schools*, the DfE, February 2014



- Any item banned by the school

## Behavioural Sanctions Flow Chart – adju

### Behaviour in the Classroom

### General Behaviour

