

# THE JUDD SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

Policy dated: March 2016

Review date: March 2019

The School's aims include:

- To instil in all students a sense of self-discipline and good work habits.
- To promote responsibility, leadership, respect, self-reliance, self-respect and self-confidence.
- To expect commitment in whatever activity a student chooses to follow.
- To expect high standards of appearance, behaviour and courtesy.
- To promote spiritual awareness and a sense of moral value.
- To encourage all to be caring and considerate, and to maintain the happy, friendly atmosphere at School.

## **Promoting good behaviour, self-discipline and respect**

Through the pastoral system and assemblies, the School promotes positive staff-student relationships, built on mutual respect. Genuine encouragement and praise are often more effective than sanctions in raising standards; the School uses commendations, prizes and verbal and written praise routinely in promoting success. However, sanctions are necessary at times.

The School has a published set of rules that are the framework for good behaviour and appearance, as well as for promoting high standards. Courtesy, safety and common sense are the basis of the rules. These rules are available to students and parents in the planner and on the School website. Specific principles and procedures are outlined in other policies for specific problems, e.g. truancy, lateness, bullying and racially-motivated offences.

All staff at the School should follow the Staff Code of Conduct and model good behaviours at all times to students.

## **Application of Sanctions**

All members of staff at The Judd School have authority to discipline students whose behaviour is unacceptable. The range of possible sanctions includes:

- verbal warning
- removal from lessons
- confiscation of property (see Search, Screen and Confiscation Procedure)
- extra work
- loss of privileges
- break or lunchtime detentions
- school detentions (after school or on Saturday)
- short to medium term exclusion from class to another's class
- internal suspension from timetable and social contact
- temporary and permanent exclusions (the most serious sanctions).

The sanctions applied will be appropriate to the gravity of the offence, but students should expect that repeated offending will result in more serious penalties. The scheme in Appendix 1 of this policy shows how, and why, different levels of sanctions are issued to students. All members of staff should follow the School Sanctions scheme in managing positive classroom behaviours and around the School site.

Alongside sanctions, students are offered support, such as report/target cards and behaviour contracts. Other forms of support include mentoring by other students, form tutor advice and subject clinics.

### **Support**

Where unacceptable behaviour is persistent, there are typically underlying reasons which we will endeavour to support the student in addressing. There are a number of mechanisms we will use in such cases including:

- Individual learner support
- Study support
- Mentoring (by peers, e.g. Student Listeners)
- Mentoring (by adults other than teachers)
- Individual support by teachers
- Target Cards
- Individual educational planning (IEP)
- Pastoral Support Program – a high level intervention in serious cases

### **Multi-Agency work**

The Judd School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, School staff will follow the Schools' Safeguarding Policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the School will consider whether a multiagency assessment is necessary. The School seeks appropriate support from them to help meet the needs of all students.

### **Parental Communication**

Parents are informed of all but very mild sanctions. Less serious sanctions are recorded in planners while more serious penalties are communicated directly to parents. Detention slips are counter-signed by parents. Where problems are becoming serious, parents will be invited to discuss the issues with the relevant Head of House and/or a member of the Senior Leadership Team.

### **Links with other School policies and practices**

This policy links with a number of other School policies, practices and action plans including:

- Anti-Bullying Policy
- Complaints Procedure Policy
- Safeguarding Policy
- Search, Screen and Confiscation Procedure



