



# FRAMLINGHAM COLLEGE

## **BEHAVIOUR POLICY**

Policy aims:

- to enhance the learning and social environment of the College.
- to promote a sense of value and worth in self-discipline.
- to present a framework for the conduct of members of the College community.
- to provide a hierarchical range of responses to promote positive behaviour at all levels.
- to inform both staff and pupils of the range and use of responses for those who do not act in an acceptable manner.

The most important aspect of pupil behaviour in the College is that of creating the appropriate ethos, where all pupils recognise the need for and value the worth of self discipline. Creating such an ethos through the regulation of pupil behaviour by means of a fair and consistently applied structure of discipline must be seen as an important role for all colleagues.

Punishment should not be confused with discipline; punishment is a response to breaches of discipline. It should be employed for two reasons; firstly to point out to the offending pupil that his/her behaviour is incorrect and secondly to send out a message to other pupils that behaviour of this sort is unacceptable.

Rewarding good behaviour can be the most effective way of establishing the correct values amongst pupils. Colleagues should not hesitate about making distinctions of this kind when responding to individuals and groups of pupils with the offering of rewards. Rewards can take many forms; verbal praise and encouragement, comment to academic tutor and Housemaster/mistress, letter to parents, Head's or Tutor's commendations for good work, good grades, extending "special case" privileges, extending responsibility. With the offering of rewards, it is just as important to pass on information to Academic tutors, House tutors, Housemasters/mistresses as it is when applying sanctions.

Positive relationships between pupils and colleagues are critical in establishing the good behaviour of pupils at Framlingham College. Colleagues need to be seen and experienced as being approachable, supportive, caring and fair. As a group we also need to be seen and experienced as being united, consistent and firm so that all pupils know where they stand and appreciate their position under the guidance and the supervision of all staff, who have a responsibility for their development through the school. It clearly undermines colleagues if individuals fail to support the College code of conduct by not responding appropriately to pupils who breach the rules.

All colleagues need to know the clearly stated rules of the College concerning behaviour and dress and ensure that these rules are adhered to by all pupils. (see Staff Handbook Sect 8.6) Where these rules are broken, appropriate responses should be made, leaving the pupils in no doubt that they have behaved incorrectly. Where such offences are repeated by individuals, further appropriate action should be taken and communication made with relevant colleagues, who have a greater responsibility for the pupil concerned e.g. Academic Tutor, House Tutor, Housemaster/mistress.

All colleagues need to know the range of sanctions and rewards available to them so that they are able to respond appropriately and consistently to pupils, who do well and who step out of line.

### **Rewards.**

There are a range of ways of rewarding pupils for good work and good behaviour. These may be more or less appropriate according to the age of the pupil and the nature of the work and their consideration for and behaviour towards others.

The principal formal reward structure in the College is through the commendation system which works on two levels; the Tutor's Commendation and the Head's Commendation. These commendations can be awarded to pupils for good work, good effort and for good behaviour and attitude. They are not restricted to performance in the classroom but should extend to all areas of College life where pupils are making a contribution. These awards are not solely intended to mark excellence but should be awarded with full consideration of the pupil's ability and previous levels of performance.

#### Tutor's Commendations (value - 1 commendation point):

These should be awarded for good work or signs of improved effort, good behaviour and attitude. These should also be recorded by the Academic Tutor. Tutor commendations can be awarded through the 'Positive Event' channel on CMIS

#### Head's Commendations (value - 2 commendation points):

These should be awarded for exceptionally good work or where an exceptional effort has been made to improve in any given subject. They should also be awarded when a pupil has demonstrated an exceptionally helpful or considerate attitude. They are awarded by completing a Head's Commendation slip (located in Common Room) which should be put in the Head's pigeonhole. These will be posted monthly on the Head's board. Academic Tutors need not record the award of Head's Commendations as these will be recorded centrally.

In the penultimate Tutor Period of each term, the Deputy Head Academic will ask for a total of the term's Tutor's Commendations awarded to individual pupils to be passed to him. He

will also collate all Head's Commendations awarded during the term. The individual totals for each pupil will be recorded and those pupils gaining 10-20 commendation points will receive a £10 Waterstones' Voucher. Pupils achieving 20+ commendations points will receive a £20 Voucher. These vouchers will be presented to the pupils in the final assembly of each term.

Rewards for academic performance are also indirectly awarded through the grading system. Each set of half term grades make a significant contribution to the award of The Stocks and Douglas Shields (Inter House trophies presented at the end of each year). Each effort grade at 1 receives 2pts and each effort grade at 2 receives 1pt. The totals for each House are added together and divided by the total number of grades given to each House. House points towards the shields are then submitted for inclusion alongside all other inter-house competitions.

Other rewards may, of course, be awarded by staff. These may take many forms, extended privileges, positions of responsibility within the class, the year group, the House, the College. Subject teachers may wish to devise their own system of stamps/stickers/even sticky buns! These should not run against the commendation system but could be devised to work towards it.

Perhaps the simplest and most effective reward we can offer is that of verbal congratulation, encouragement and thanks.

## **Sanctions**

For minor matters, the first response to any incident is to deal with it immediately by speaking to the pupil concerned indicating the nature of the incorrect behaviour and explaining why it is inappropriate. If the matter can be corrected immediately e.g. returning to work, picking up litter, adjusting dress, removing chewing gum, the pupil should be instructed to do so at the time.

Where unacceptable behaviour is more serious or minor matters are repeated, a more rigorous response is required.

## **Academic sanctions**

- For work, which is repeatedly of a poor quality, incomplete, or late and for repeated late arrival at lessons, pupils can be placed in detention, which takes place twice a week at 4.00pm. Detention can be set in units of time of up to one hour. Pupils should be clearly informed of the day and duration of their detention along with the work to be done. Detentions can be set by completing the 'Negative Event' on the student's record on CMIS. On completion of the work, it will be returned to the relevant colleague's pigeon hole for marking. If the pupil has a clash of interests at the time of a detention, it can only be changed with the permission of the teacher i/c detention, who will consult with the colleagues setting the detention. It is the pupil's responsibility to seek permission for any postponement, which will only be granted for essential commitments.

It is desirable for colleagues to employ their own private detentions. For example, if one is going to be working in a classroom over lunch break or after school, pupils may

be called back to spend some of that time under direct, personal supervision completing the work which is incomplete as a result of their poor behaviour. In all such cases, it is important to keep Academic Tutors informed of these private detentions.

- For disruptive behaviour in the classroom or repeated poor behaviour in general, a pupil can also be placed in detention. The procedure for placing pupils in detention for disruptive or poor behaviour is the same as above. Staff must set the pupil specific work for this detention which should be related in some way to the nature of the misbehaviour.
- If disruptive behaviour in the classroom continues and reaches such an extent that the pupil needs to be sent from the classroom, he/she should be told to report immediately to the Head of Department. If the Head of Department cannot be located they should seek the Deputy Head Academic. If neither can be located in their offices, the pupil should immediately return to class. This time away from the classroom should have given the pupil a chance to reflect on his/her behaviour and return in an acceptable manner. It is not acceptable to remove a pupil from class and leave them standing outside in the corridor. Under exceptional circumstances a pupil can be asked to return to House (6th Form) or go to the Library (Yrs9-11) to complete a lesson. It is the responsibility of the member of staff removing a pupil from class to follow up the incident with the pupil and the pupil's Academic Tutor at the earliest opportunity.
- If disruptive behaviour continues at a subsequent occasion, the procedure above should be repeated and the pupil's Academic Tutor should be consulted and appropriate responses decided upon, which may involve the Head of Department, the pupil's Housemaster/mistress and/or the DHA.
- The Academic Tutor in consultation with Housemaster/mistress may issue a pupil with a report booklet for concerns either with work or behaviour in the classroom. The pupil must hand this booklet to the teacher at the beginning of each lesson. Colleagues are asked to respond thoughtfully to all comments and grades entered in this book. Any pupil placed on report should be responded to severely if they do not behave correctly in the classroom. The booklet will be checked by the pupil's Academic Tutor at the end of each day. Any behaviour in the classroom, which interferes with the teacher's ability to teach the class effectively or prevents other pupils from responding effectively to the lesson being taught, should not be tolerated and must be responded to swiftly and firmly. This includes any behaviour by individual pupils or groups of pupils, who may be making life difficult or unpleasant for another member(s) of the class. Where any intimidation is suspected, relevant information must be passed through to the pupil's Housemaster/mistress.

For serious incidents in the classroom, an Incident Report Form (found in Common Room) should be completed at the earliest opportunity and passed on to the pupil's HM. Contact should also be made with the Deputy Head Academic.

It is important to remember that repeated poor work and disruptive behaviour should be reflected in the Effort Grade and if, applicable, the Attainment Grade awarded to pupils at the appropriate time. Relevant, honest comment should also be communicated to parents on any written report.

### **General Sanctions**

When issuing sanctions in response to breaches of College rules and regulations, it is important to make the response in a balanced and relevant fashion. Sanctions need to be graded if pupils are to appreciate the seriousness of an offence. Too severe a response to a relatively minor incident can leave fewer options available for further action.

- A detention can be issued for repeated incidents of unacceptable behaviour of a general nature: e.g. inappropriate dress, bad language, uncivil and discourteous behaviour towards others, chewing gum, dropping litter. The pupil concerned should be told at the time of the incident that they have been given a detention. The procedure for placing a pupil in detention is the same as above.
- For more serious breaches, e.g.. smoking, bullying, rudeness to staff, inappropriate use of pupils' cars, pupils should be stopped where possible and informed that one has noted the offence and that the relevant Housemaster/mistress will be informed. The Housemaster/mistress should be notified at the earliest possible opportunity, by telephone if necessary, of the details of the incident. The Housemaster/mistress will take the necessary action and in turn inform the colleague of the action taken, which may be a:
  - a) loss of certain privileges
  - b) setting of House detention
  - c) letter to parents
  - d) referral to Second Master
  - e) Head's detention
  - f) a period of community service
  - g) calling parents into school
  - h) referral to Second Master or the Head

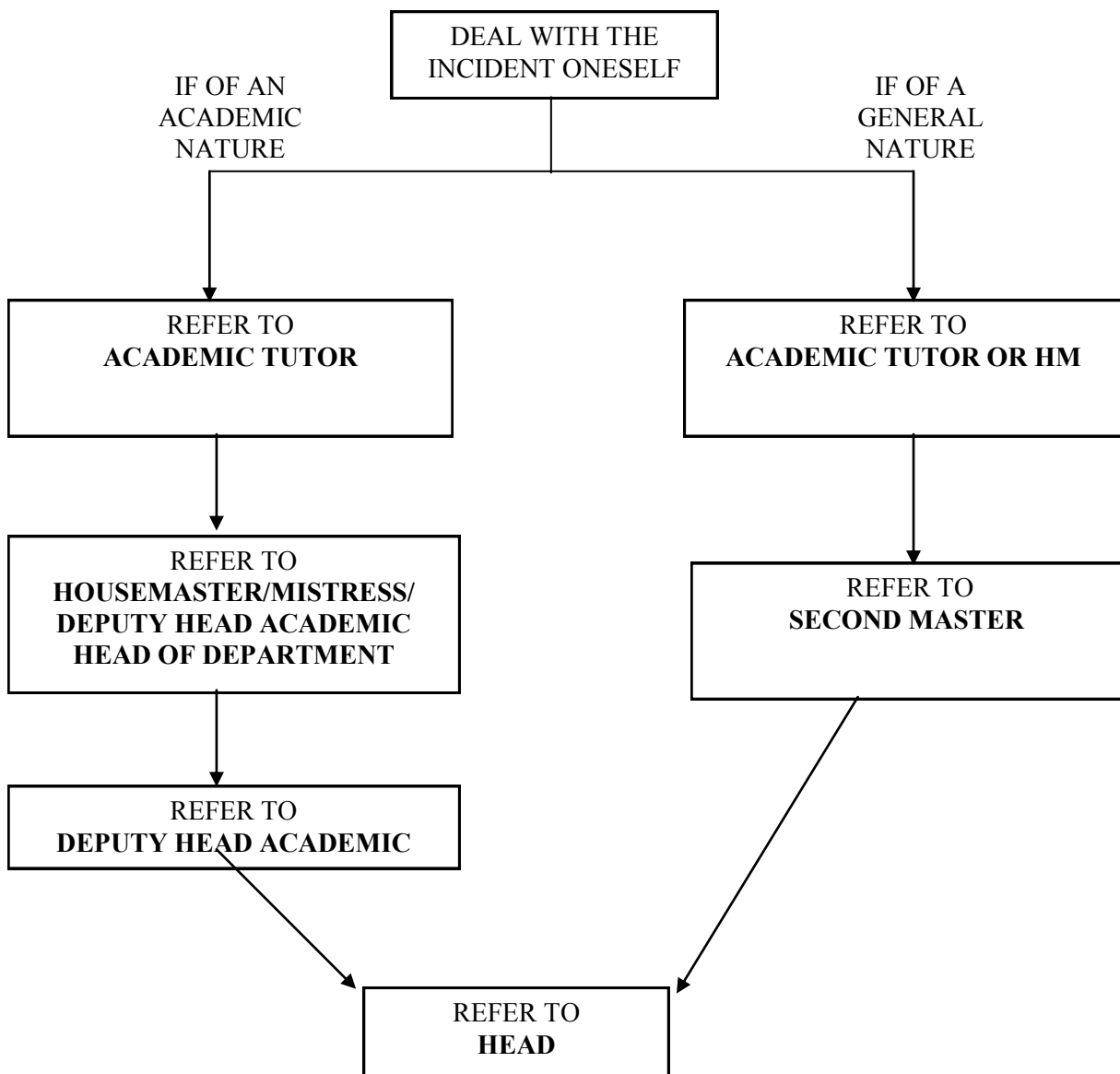
The list of sanctions (a-h) above should, under normal circumstances, be given only with the knowledge and authority of the relevant Housemaster/mistress. They will normally be given by Housemasters/mistresses themselves.

- Where colleagues encounter what they consider to be a major breach of the College rules or behaviour which is particularly unpleasant or causes particular concern, an Incident Report Form (in Common Room) should be completed and passed on to the pupil's Housemaster/mistress immediately. Contact should also be made with The Second Master or any member of the Senior Management Team. Such incidents would tend to be those related to serious bullying, gross discourtesy or rudeness to staff, suspicion of involvement with drugs, unacceptable sexual activity, drunkenness, violent behaviour, deliberate vandalism.

- The Head has the authority over and above these sanctions to order a pupil to serve a period of suspension from College. Beyond this is the final sanction of expulsion from College.

Housemasters/mistresses together with House Tutors and Academic Tutors will review the behaviour of pupils at their weekly meetings, where both good and poor behaviour can be discussed.

Colleagues must at all times work towards a system of upwards referral following the structure given below:



The manner in which colleagues approach and speak to pupils when it is necessary to correct their behaviour is a sensitive and important matter. A careful and considered approach will nearly always receive the desired response; a careless one often will not.

Where possible, individual offenders should be taken aside and not addressed in public. Colleagues should be calm and reasonable and, where appropriate, offer an explanation to the pupil informing them of the consequence of their behaviour and the sanction given, where this is necessary.

**It is important for colleagues not to get drawn into arguments with pupils when speaking to them about any disciplinary matter. Pupils should not answer back to colleagues under any circumstances but if they begin to do so they should be told to take any grievance they may have to their Housemaster/mistress. If pupils respond in a manner which is rude, they should be informed that the matter will be referred to their Housemaster/mistress. The same response should be given if any pupil refuses to follow an instruction. Under no circumstances should a pupil be handled in any way (eg when being asked to correct an item of clothing or remove something from a pocket) as this may provide the pupil with the opportunity of accusing the colleague of assault.**

**In any incident where colleagues find their instructions being ignored or their authority being challenged, the relevant Housemaster/mistress should be informed of the incident at the earliest opportunity.**