

Discipline Policy

Park House English School believes that learning is a continuous process and while learning is not confined to a school building, it is the primary function of the school. The school must evolve a certain set of rules and regulations to guide its participants and to facilitate the performance of this function. These rules should reflect a balance between the responsibilities and rights of the student and the responsibilities and rights of the group. They must promote an environment conducive to effective and efficient learning, mutual respect and cooperation between and among all segments of the school community.

The PHES school discipline policy will focus on the development of self-discipline that will express itself in responsible and appropriate behaviour. The implementation of the policy will be fair, firm and consistent and all students will be made aware of the consequences of irresponsible and inappropriate behaviour. Careful evaluation of the individual situation will be made so the school's response to the student will be appropriate. In all cases the goal of the disciplinary intervention is to help the child deal with the situation more responsibly and appropriately in the future. PHES believe self-discipline is learned behaviour and needs to be taught in the home, school and community. The child learns through experience and imitation of those around him. Discipline is a developmental process. The ultimate goal is internalisation of discipline so little external enforcement is required.

The cooperation of many people is necessary to establish and maintain a positive learning environment. Each member of the school community must assume certain responsibilities to assure the rights of all are protected. The following responsibilities are rights and are not all-inclusive, but rather relate specifically to the school discipline.

The student has the right to education in an environment conducive to learning. He/she is expected to do the following:

- Attend school and classes regularly, to arrive on time, and to fulfil to the best of his/her ability the subject objectives.
- Understand and observe the rules of the school.
- Recognise there are channels through which rules and conditions can be studied and questioned, and realise he/she must use those channels.
- Participate in the development of school rules in keeping with his/her maturity.

The parent has the right to expect the school to address the learning needs of the child in an equitable way, respecting the individual differences of children. The parent has the right to be informed of the child's progress and of areas where home/school cooperation may be needed. The parent is expected to do the following:

- Send the child to school regularly, on time and prepared to work.
- Respond to communications from the school pertaining to the child.
- Cooperate with school staff in solving behavioural problems.
- Foster a respect for the right and property of others.
- Understand and support the school and its rules and policies.

The teacher has the right to work in an atmosphere that fosters satisfaction in his/her work with the support and guidance of the Senior Leadership Team (SLT) in maintaining high professional standards. The teacher is expected to do the following:

- Work with students so they understand the objectives of the subject and what they are expected to learn.
- Help students realise the importance of being responsible to himself/herself and others.
- Encourage and help the student to understand and support the rules of the school and to participate in formulating rules relating to his/her role in the school.
- Know and enforce consistently and fairly the rules and policies of the school.
- Use procedures appropriate for age, background, and level of maturity in dealing with students.
- Seek meeting with parents and other personnel in an effort to help students who present behavioural problems.

The SLT has the right to expect cooperation of staff, students and parents to facilitate the fulfilment of the school's function as an educational institution. The SLT is expected to do the following:

- Make known and interpret to students, parents and staff the school discipline policy.
- Implement specific plans for effective student, parent and staff participation in the formation and review of the school discipline policy.
- Support all building personnel to maintain appropriate and effective discipline.
- Be available for meetings with staff, students, parents and others on discipline matters.
- Provide support for teachers in dealing with serious situations.
- Inform teachers of administrative disciplinary action.

Identify the line of authority in the building when he/she is not in the building so disciplinary matters are handled as expeditiously as possible

Anti Bullying Policy

Reporting and responding to bullying

Park House English School aims to create an environment where students feel that they are able to report bullying incidents and where prompt decisive action will be taken. The safety of the student being bullied and the student reporting the bullying is paramount. The student will be informed of how the incident is being dealt with by the appropriate Key Stage Leader/Year Group Leader or their Form Tutor. Parents and Carers will be informed as appropriate.

If a student is subject to any form of bullying behaviour or if they witness any form of bullying, they should report it to their Form Tutor, teacher, Key Stage Leader or the Head of Secondary.

Action prior to being placed on the bullying stages

Form Tutor/Class Teacher speaks to the student to warn them that their behaviour could be seen as bullying behaviour and informs them of the consequences of continuing to behave in the same way.

The following stages will be taken in the case of bullying continuing:

Stage 1

- Key Stage Leader/Year Leader takes action.
- Detention set and parents informed in writing.
- This is recorded and placed on the students file

Stage 2

- Parents asked into school for a meeting with the Head of Secondary/Head of Primary and appropriate Key Stage Leader/Year Leader.
- Person bullying given an external exclusion for a fixed period of time.
- This is recorded and placed on the student's file

Stage 3

- Student and parents called to a meeting with the Head of Secondary/Head of Primary and or Headmaster.
- Person bullying given notice to leave the school permanently and with immediate effect.

The Headmaster will consider all issues when deciding on sanctions and in cases of severe bullying this may include alternative approaches to the stages described above.

Evaluation of the Anti-bullying policy

We will review the policy as part of Park House English School's self review process and put into place refinements which improve the effectiveness of the policy and anti-bullying provision.

Signs of Bullying

Staff need to be alert to the signs of bullying which can take place within the school. These signs may include:

- Sudden changes in the behaviour and demeanour of students nearby.
- Sudden gatherings or flow of students in one or two directions.
- Sudden dispersal of groups when staff approach.
- Untidy clothes following a scuffle.
- Increased evidence of heightened tension, embarrassment, shouts, poor eye contact and wariness of staff.
- Evidence of excluding behaviour in class or around the school designed to isolate a student or group of students
- Students avoiding eye contact or other interaction with an individual student or groups of students around the school or in class

A student may indicate by signs or behavior that they are being bullied. Parents/Carers and staff should be aware of these possible signs and that they should investigate if a student::

- Is frightened of walking from car to the school.
- Does not want to go on the school bus or asks to change bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Shows signs of distress
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- School work deteriorates
- Misbehaves unexpectedly
- Comes home with clothes torn or books damaged.
- Has possessions which go 'missing.'
- Asks for money or starts stealing (to pay the bully)
- Loses money
- Has unexplained cuts or bruises
- Comes home very hungry despite taking lunch to school
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

Student Guidance

At Park House we aim to encourage students to take responsibility for their own actions and behaviour. We expect all students to behave with respect for others and for the property of others. Behaviour outside the school which is likely to bring the name of the school into disrepute will be taken very seriously.

The following will ensure a pleasant environment is maintained where all members of the community can work productively and be happy.

Mobile phones and other expensive items, such as iPods, personal computers etc., should not be brought into school. The school will not accept any responsibility for loss or damage to such items.

School rules should be displayed in each classroom. Children should be aware of the rules and procedures.

The Rules and Aims

1. Always try your best.
2. Always be polite. Say 'Please' and 'Thank You'.
3. Hold doors open for others.
4. Smile.
5. Listen carefully.
6. Dress smartly. Wear your full uniform.
7. Be helpful and kind to others.
8. Keep your belongings together tidily.
9. Respect other people's belongings.
10. Walk quietly in the corridors.
11. Put your litter in the bin or your lunch bag NOT on the floor.
12. Do not use bad language.
13. Do not fight.
14. Do not throw sand when playing in the sand pit.
15. Do not chew gum.

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Students must not bring these to school: Drugs, alcohol, aerosols, matches, cigarettes/cigars, any type of weapon, offensive written material (paper or disk), offensive verbal material (tape/CD).

The following are not acceptable in school:

- Racist comments
- Bullying – physical, verbal, emotional
- Fighting including pushing, punching, kicking, grabbing and including 'rough play'
- Misuse of the internet and mobile phones
- Taking photographs of other students unless permission has been obtained
- Verbal abuse to students or staff members
- Intentional damage to school property or that of other people
- Misuse of school property and mobile phones
- Theft
- Foul language
- Failure to attend regularly
- Late arrival at school and/or lessons
- Failure to complete class/homework
- Failure to walk quietly in corridors
- Littering
- Chewing gum
- Failure to respect others
- Not wearing the full School uniform correctly
- Facial hair, apart from a moustache

Staff Guidelines for Discipline

All minor problems should be dealt with by the teacher initially, who should guide the child correctly, warning him/her of the consequences of continued misdemeanours. The school follows a 'no smacking' policy.

Early Years and Key Stage 1

Focus on good behaviour which reinforces "Our School Rules", using praise and rewards appropriate for the age group (smiley faces, etc.).

Unacceptable Behaviour: Contravening

"Our School Rules" Disrupting lessons

Annoying other children

Rudeness Swearing Spitting Fighting Bullying

Misbehaviour	Sanctions
In the first instance	Verbal correction by teacher.
Continued misbehaviour	Sad face. A child may earn their way off the sad face, but if they have not done so by the end of the day, their misbehaviour will be reported to their parents verbally or through their reading diary. Time-out in the classroom. This involves putting the child into a quiet place on his/her own. The length of time is at the teacher's discretion.
Persistent misbehaviour	Notify Year Leader / Head of Early Years / Head of Primary as appropriate. Separate child from peers (eg into another class) for a period of time. Detention at playtime. Parents will be informed through reading diary.
Unacceptable behaviour which is repeated over a long period of time.	Teacher should keep a record of incidents, which should also be reported to parents through the reading diary. Head of Primary should be informed. Communicate with parents to discuss the best punishment and reward programme for the child

Misbehaviour	Sanctions
	Report Card, this involves a daily report completed by the class teacher and specialist teachers which should be taken home each day and signed by the parents. Parents would be asked to attend a meeting with Head of Primary.

If a teacher deems that an incident is serious enough to warrant the attention of Senior Leadership, they may call for, or send a child straight to, Head of Early Years / Head of Primary.

Key Stage 2

House points awarded for positive reasons and negative comments should be recorded in pupils' Homework Books for their parents to see.

If pupils receive 3 negative comments they should be considered for a playtime Detention.

Pupils who receive 3 detentions in a term should be considered for a Report Card lasting

for 2

weeks. In this case parents would be asked to attend a meeting with HOP and/or Year Leader and/or Class Teacher at which they would be asked to sign a letter agreeing to the terms of the report card.

Continued misbehaviour during the term of the report card could result in the pupil being removed from the classroom and sent home.

Disciplinary Procedures for Students

Intent

The intent of this policy is to outline the disciplinary measures to be taken by the school against students whose behaviour is against school, societal and cultural rules and expectations. The discipline policy is for guidance and the list below is not exhaustive and the school's senior management reserve the right to take action deemed appropriate.

Policy

- Misconduct in the school and behaviour contrary to school rules, policies and the expectations of others will result in a negative comment in the individual student's Homework Diary.
- Students who receive three negative comments in their Homework Diary in any one week will receive an automatic break detention the following week.
- Students receiving an unacceptable number of negative comments on a recurring basis, but not three in any one week, will be placed in break detention.
- Students not carrying their Homework Diary, both in class and whilst out of class during lessons, will be reported to their Form Tutor and receive a break detention.
- Students who have either, obliterated comments or, have removed pages in their Homework Diary, will be placed on break detention.
- A repeat of any misuse of, or damage to the Homework Diary will lead to an after school detention and a letter to parents from the Form Tutor.
- Students out of class without signed permission from a member of staff will be placed on break detention.
- Late arrival to class will result in a negative entry in the student's Homework Diary
- Persistent late arrival at school will result in a letter being sent home to parents and a meeting between parents, student and Head of Secondary.
- Any student given three break detentions in any one term will automatically be placed on after school detention, accompanied by a letter to their parents from their Form Tutor.
- Truancy in any form, either from school or from individual lessons, will result in immediate detention and a meeting between Head of Secondary and parents to discuss further action.
- Vandalism will result in school detention, possible suspension and additionally the bill for damaged property will be presented to parents.
- Behaviour deemed excessively violent will result in an automatic suspension, with the student only allowed to return after discussion between Head of Secondary and parents.
- Serious misconduct will be dealt with at the discretion of the Headmaster.
- Any student whose behaviour is consistently contrary to school, societal and cultural expectations may, at the discretion of the Headmaster, be suspended or expelled from school.
- Use of mobile phones, without permission from a member of staff, during the school day is not allowed and will result in break detention in the first instance, further incidents will result in after school detention.

Any student found to be in possession of any weapons or banned substance will face immediate suspension and, depending on the severity of the offence, expulsion.

Student Conduct

1. Lesson Timings

All lessons are 1 hour long. Teachers should ensure that the students are packed up and ready to leave the room by the end of the lesson. As there are no official gaps between lessons, students are to be released at the end of the hour and it is reasonable to expect them to be a few minutes late for their next lesson. Students should not be released early at break time or at the end of the day.

Students are not permitted to go to their lockers between lessons unless they have permission from a teacher. They may make a quick visit to the bathroom in an emergency. Teachers nearby will monitor the bathrooms between lessons.

2. Behaviour on Corridors

- Students are expected to behave appropriately on the corridors. Loud or boisterous behaviour should not be tolerated and there should be no running at any time.
- Students should walk on the right hand side of the corridor and the stairs at all times, ensuring smooth passage in either direction.
- Students waiting outside a classroom should line up in single file along the wall until they are invited to enter.
- Students should always give way to staff & visitors on the corridor and should hold doors open for staff & visitors.

Classroom Conduct

All teachers should draw up a code of conduct for their classroom rather than a list of rules. Students from all groups should be involved in contributing to this. It should be neatly presented and displayed in the room.

It may include:

- How to enter and leave room
- How to begin a lesson
- Seating arrangements
- Putting chairs away
- Storage of texts
- Submission of homework
- Giving out books
- Equipment needed
- Use of dictionaries/other equipment/texts
- Opening windows
- Display board rota
- Behaviour
- Group work
- Partner work
- Being polite (i.e. hold doors open for others) and helpful
- Effort