

ST SWITHUN'S SCHOOL

BEHAVIOUR, REWARDS, DISCIPLINE AND SANCTIONS

The School aims to be a caring, supportive community in which pupils develop spiritually, morally and culturally; show understanding, respect and concern for others within and beyond the school community, and develop both an awareness of self-worth and the needs of others. The School's Foundation upholds Christian values, while also welcoming and remaining sensitive to the varied ethnic backgrounds and beliefs of all people. Pupils are encouraged to be polite and considerate to others, to base relationships on mutual respect, to be self-disciplined, flexible and adaptable.

Good behaviour is the norm; achievements in other aspects of school life are rewarded in a variety of ways, for example, by commendations, and by acknowledgement in Assembly, in newsletters, and in the Chronicle. Team work and leadership are fostered through the extensive extra-curricular activities programme, the House system and Heads of Houses, and the School Officers.

The discipline of the school is maintained by making sure that the rules and codes of conduct are widely known and fairly enforced. The Pupil Handbook states that 'the school is a community which lives and works together and where we are all expected to show respect, courtesy and consideration for others and for the school environment. Every pupil is expected to be punctual for all school activities; maintain the dress code during the school day; challenge and report any incident of bullying; respect other people's property; take full responsibility for personal property; comply with school rules, codes of conduct and rules of the House; respect areas which are out of bounds, and eat all meals in the communal dining room.'

All members of staff are responsible for maintaining discipline by insisting on the same high standards of behaviour and by acting in unison. Staff should insist on pupils being dressed in correct uniform; that prep. is handed in on time and the lunch rota is adhered to; that there is silence before and during Assembly; that the pupils behave properly in the Dining Room; that they use language appropriately; and that form rooms and public spaces remain tidy. This can be a tedious and unremitting process, but consistency succeeds. It is the responsibility of all, not simply a few senior members of staff.

Form staff and HoMs share responsibility for the care of individual pupils. Any pupil who is giving cause for concern, for whatever reason, should be discussed at the earliest opportunity with them. They should always be informed of serious breaches of discipline, and strategies for dealing with problems should be worked out together.

There may be a few pupils whose problems are deep-seated, for whom individual strategies must be specifically designed by the team of teachers involved. It should be borne in mind that standards of behaviour which are unacceptable at school may be unexceptional in a pupil's home. The behaviour must be challenged and rejected - not the pupil.

Failure to hand in work should be followed up promptly. Form and House staff should be consulted and the reason for the failure will dictate the course of action. The pupil may need dedicated time to catch up. The supervision may be close, or the girl may be left on her own to complete her work. The supervisor may be the teacher, the form teacher or the HoM, depending on the degree of assistance, explanation or encouragement needed.

Rudeness and misbehaviour in class are unacceptable, and should be tackled by the member of staff concerned. Heads of Department, the Director of Studies, the Deputy Head and the Headmistress are always available for advice and discussion. A detailed explanation of why the behaviour is unacceptable may be necessary. Re-organising the class room may help to contain or remove some of the problems. Consult Form and House staff to throw light on the reasons for misbehaviour.

Persistent misbehaviour or failure to meet deadlines should be referred by the form teacher and HoM to the Staff Meeting or brought to the attention of the Deputy Headmistress or Headmistress, and an appropriate action plan discussed, agreed and implemented.

Pupils should not be sent directly to the Deputy Headmistress or Headmistress. Vicarious discipline may be imposed in the short term, but is unlikely to result in long-term improvement. A serious incident should be reported to the Headmistress or Deputy Headmistress, who will then decide what action should be taken. Contact with parents on a disciplinary matter must be discussed and approved by the Headmistress before any action is taken.

Pupils are made aware that intimidatory or bullying behaviour will not be tolerated. The prevention of bullying policy and procedures are regularly reviewed with the pupils in a range of settings. They know that breaches of the school's rules and expectations have consequences. In practice there are few occasions when formal punishment is necessary; however a number of **sanctions** are available. Any punishment imposed should be in the form of a socially helpful task or a constructive activity, with a reforming focus, and not be solely punitive. Examples follow:

Detention

Classroom teachers have power of **informal detention**. A girl may be required to complete (or repeat) outstanding work or be detained by her teacher because classroom behaviour has been consistently unacceptable. This should take place as soon as possible – most likely during part of lunch time (the teacher must ensure that the girl has eaten lunch, and has no other commitment). A **formal detention** may be entered in the detention book and on a girl's report. Her parents must be informed in writing or by telephone and 48 hours' notice given of the detention. The member of staff giving the detention sets a piece of work and supervises the girl, usually after the school day.

Lost Property Duty

A pupil whose behaviour is unsatisfactory (examples might be general rudeness, disregard of a teacher's instructions or of the school's stated rules and expectations: talking en route to Assembly; refusal to conform to uniform expectations; repeated use of offensive language, and so on) may be detailed to sort out and distribute the Lost Property that routinely accumulates in the LP cupboard. A teacher whose warnings have been disregarded by the pupil should report her misdemeanour to the Deputy Headmistress, who will then outline the requirements and time scale of the punishment.

Other Punishments

In Houses, Boarders may have a temporary suspension of privileges (eg trips to town, or a 'later' bedtime). Any pupil discovered smoking is fined (usually £20 – with money sent to a cancer-related charity), and a letter is sent home to brief parents and to ask for their support. More serious breaches of the school's rules are dealt with by the Headmistress, and each incident is considered carefully before determining the appropriate response. Some have severe consequences – and these are made clear to pupils – for example, possession or use of alcohol may lead to a girl being suspended for a period of time; possession or use of an illegal substance by a girl may lead to the loss of her right to continue her education here.

NB: Corporal punishment is never used in any circumstance at St Swithun's School, and **physical restraint** must only be used on pupils in exceptional circumstances to prevent injury to the pupil or to anyone else, when all other means of restraining the pupil have been exhausted or when the situation is so dangerous that immediate physical intervention is necessary. Only the minimum amount of force required to prevent personal injury must be used.