



Policy
On
Behaviour and
Discipline

June 2020
Character & Excellence



1. Title: Behaviour and Discipline Policy

2. Introduction

Discipline is a key factor in building Godly and excellent children. This is why this policy has been carefully designed to promote positive behaviour, identify the processes and procedures involved in disciplining a pupil, identify the processes of rewards of a positive behaviour and sanctions for negative behaviour. This policy will also address the processes and procedures of exclusion.

We regard it to be a highly important aspect of pupil's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and pupils need good personal and social skills in order to live fulfilling and rewarding lives as adults. Behaviour which, in any way, disrupts learning, is therefore unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimize, if not eliminate any such behaviour. As a school, we endeavor to meet the needs of all pupils, including those with emotional and behavioural difficulties.

3. Purpose

The purpose of the policy is to ensure a consistent approach to positive behaviour management across the school and to ensure that everyone feels safe at Silver Crest School.

4. Aim and Objectives

The aims of this policy are to:

- See that every member of the school feels valued and respected and that each person is treated fairly and well;
- Support all members of our school community in living and working together in a mutually beneficial way;
- Promote a stimulating environment in which everyone feels happy, safe and secure;
- Treat all pupils fairly and apply this behaviour policy consistently;
- Help pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community;
- Promote and reward good behaviour as well as give appropriate sanction to the victim of negative behaviour, as this will develop an ethos of kindness, cooperation and behaviour modification.



5. Scope

This policy applies to all Silver Crest School pupils:

- on the school premises
- on school trips
- when pupils are travelling to and from school
- when pupils are wearing school uniform, or are in any way identifiable as pupils of the school
- at any time and place where the behaviour poses a threat to another member of the school, (for example cyberbullying taking place outside of school hours) or calls the good reputation of the school into question.

6. Key Measures

6.1 Rewards

Silver Crest School praises and rewards pupils for good behaviour in a variety of ways:

- Verbal praise
- Celebration - teachers praise pupils for considerate, positive behaviour displayed in a class by calling them out for other pupils to applaud and emulate
- Behaviour ladder (optional) - behaviour ladder may be used to display the pupil's behaviour during different class activities
- Recognition by the Head of School– pupils are sent to the Head of School for recognition of positive behaviour. The Head of School can also visit pupils who have displayed positive behaviour as a way of encouraging such pupils
- Recognition by the CEO– sometimes, the school might organise a special opportunity for pupils to be celebrated by the CEO. A special jar referred to as “Container of Rewards” may be made available for pupils to pick gift labels. Whatever gift is written on the label will be presented to the pupil.
- House points - house points are collated in the different sections of the school as pupils display expected behaviour. The house with the most points generated at the end of the academic year will receive the CEO's Cup.
- Special awards - the school awards merit to pupils, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Multiple Intelligences Award - the school acknowledges all the efforts and achievements of pupils, both in and out of school by giving out certificates on Multiple Intelligences Day.



6.2 Sanctions

The school uses a number of sanctions to enforce school rules and to ensure a safe and positive learning environment. Some sanctions used in the school are:

- Verbal warning
- Sitting alone
- Behaviour and Sanction books
- Denial of privileges and opportunities
- Detention
- Extra work at play time
- Denial of golden time
- Picking papers in the class or around the school at play time
- Apology letter
- Visit to the Head of School
- Exclusion
- Suspension
- Expulsion

6.3 Expected Class Behaviour

- We employ each sanction appropriately to each individual situation. We expect pupils to be attentive during lessons. If they are constantly inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own.
- Pupils are expected to try their best in all activities. If they do not do so, they may be asked to repeat a task or activity.

6.4 Communication of Expected Behaviour

- The teacher discusses the school rules with his/her class. In addition to the school rules, each class also has its own classroom code, which is agreed by the pupils and displayed on the wall of the classroom. The teacher communicates to the pupils the expected behaviour at the beginning of the term.
- Appropriate rules and sanctions are put in place to check any offender. This way, every pupil in the school knows the standard of behaviour that is expected. If there are incidents of anti-social behaviour, the teacher discusses these with the whole class.

6.5 Misbehaviour

- The school does not tolerate misbehaviour of any kind. If we discover that an act of misbehaviour has taken place, the offenders will be sanctioned accordingly. Sanctions for unacceptable behaviour will range from denial of privileges to exclusion from class, suspension and finally to expulsion.



- Higher offences such as stealing, posting indecent pictures or messages via the internet or mobile phone to another pupil will attract suspension or expulsion depending on the gravity of the offence. Teachers will record all unacceptable behaviours in the behaviour books for proper documentation and future reference. Records of sanctions are also kept in the sanction books.
- Teachers in Silver Crest School do not use any kind of physical force as punishment. They will only intervene physically to restrain pupils in order to prevent injury to another pupil, or if a pupil is in danger of hurting him/herself.

6.6 Disruption

- If a pupil is disruptive in class, the teacher will verbally reprimand them. If a pupil misbehaves repeatedly, the pupil may be isolated from the rest of the class, under supervision, until he/she is calm and prepared to work with other pupils following the teacher's instructions.

6.7 Safety

- The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the action and prevents the pupil from taking part for the duration of that session/activity.

6.8 Bullying

- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the offenders will be sanctioned accordingly. If a pupil threatens, hurts or bullies another pupil, the class teacher records the incident and the pupil is punished by withdrawal of privileges, such as leisure time or exclusion from class in extreme cases.

6.9 Repeated Unacceptable Behaviour

- If a pupil repeatedly acts in a way that disrupts or upsets others, the teacher informs the Guidance Counsellor who contacts the pupil's parents or caregiver and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents.

6.10 Extreme Behaviour – Exclusion, Suspension and Expulsion

- As a school, we do not wish to exclude, suspend or expel any pupil, even when they exhibit serious behavioural difficulties. However, in extreme cases, it may be necessary to use one of the sanctions.
- The Guidance Counsellor supervises the pupil's work and ensures that the pupil is not present in a public place during the exclusion period. If the behaviour persists, the pupil



may be suspended for days or weeks, or a permanent expulsion may occur if there is still no positive change in behaviour.

6.11 Drug and Alcohol-Related Incidents

- It is the policy of this school that no pupil should bring any drug, legal or illegal, to school. If a pupil will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. Any medication needed by a pupil while in school must be taken under the supervision of a teacher or the school's nurse.
- The school will take very seriously, misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any pupil involved will always be notified. Any pupil who deliberately brings substances into school for the purpose of misuse will be punished by fixed-term exclusion. The pupil will not be readmitted to the school until a parent or guardian of the pupil has visited the school and discussed the seriousness of the incident with the Head of School. If the offence is repeated, the pupil will be permanently excluded, and the police and social services will be informed.
- If any pupil is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that pupil to be taken home.
- If a pupil is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the pupil will be permanently excluded from the school. The police and social services will also be informed.

7. Roles and Responsibilities

7.1 The Role of the Teacher

- It is the responsibility of teachers to ensure that the school rules are enforced in their classes and that their classes behave in a responsible manner during lesson time.
- The class teachers have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils achieve to the best of their ability.
- The class teacher treats each pupil fairly and enforces the classroom code consistently.
- The teachers treat all pupils in their classes with respect and understanding.
- If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the behaviour book. In the first instance, the teacher deals with incidents him/herself verbally. However, if misbehaviour continues especially if it is of a serious nature, the teacher refers to the guidance counselling unit for intervention. If misbehaviour still continues, the guidance counsellor will call the parents of the pupil to meet with the Head of School so as to discuss an alternative intervention strategy for the pupil.



- The teacher reports to parents and caregiver on the personal and social development of each pupil in their care, in line with whole-school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

7.2 The Role of the Head of School

- It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and all records of misbehaviour are handled by the pastoral care unit. It is also the responsibility of the Head of School alongside the teachers to ensure the health, safety and welfare of all children in the school.
- The Head of School has the responsibility to give fixed-term exclusions to an individual pupil for serious acts of misbehaviour with the consent of the Director. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a pupil. These actions are taken only after the school management has been notified.

7.3 The Role of Parents and Caregivers

- Silver Crest School in agreement with the parents and caregivers work together to promote good behaviour from the pupil, take steps to discourage poor behaviour, reinforce the school rules and support the school when sanctions need to be used with a pupil.
- The school collaborates actively with parents and caregivers so that pupils receive consistent messages about how to behave at home and at school.
- We try to build a supportive dialogue between the home and the school, and we inform parents and caregivers immediately if we have concerns about their child (ren)'s welfare or behaviour.
- If the school has to use reasonable sanctions to punish a pupil, we expect parents and caregivers to support the actions of the school. If parents and caregivers have any concerns about the way their child (ren) has/have been treated, they should initially contact the teacher. If their concerns remain, they should contact the Head of School to discuss the issues involved. If parents or caregivers wish to complain further about the actions taken by the school, they should make a formal complaint, in accordance with the school's Complaints Policy.

7.4 The Role of Management

- The management has the responsibility of supporting the Head of School in implementing these guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The Head of School has the day-to-day authority to implement the school's policy on behaviour and discipline; however, the management may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.



8. Monitoring and Review

The Head of School monitors the effectiveness of this policy on a regular basis. He/She also reports to the management on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Records concerning incidents of misbehaviour are to be kept by the heads as appropriate. The class teacher records classroom incidents in the behaviour book. Subject teachers, club coordinators and activity supervisors (e.g. lunch supervisors) are expected to give written details of any incident and submit to the class teachers for effective monitoring.

The Head of School keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the management to monitor the occurrence of both fixed-term or permanent exclusions and to ensure that the school policy is administered fairly and consistently.

This policy will be due for review in June 2023 or sooner if necessary by the school's Management.

