

BEHAVIOUR (Discipline and Exclusions)

PRINCIPLES

Tonbridge School Behaviour Policy is designed to promote and encourage an acceptable standard of behaviour in and around school and on any school activity. It is based on clear values which the School promotes; these include self-discipline, a sense of responsibility, a proper regard for authority, respect for and celebration of difference in others, and a sense of service to the community. It places great emphasis on the positive behaviour to be expected and rewarded, as well as prevention of what is unacceptable through a series of clearly defined sanctions. At its heart is the promotion of a good learning and teaching atmosphere in which all pupils can realise their potential. The policy safeguards and promotes the welfare of all pupils, protecting them from all kinds of discrimination and harassment. It recognises the duty of the school to promote race equality and to take action to tackle inequalities and discrimination of any kind that are identified. It relies on a culture of mutual respect between parents, pupils and staff, and it has been drawn up in wide consultation with the school community. It will be subject to regular review by the Second Master in consultation with others.

The Behaviour Policy has four main elements:

- ‘Expected Behaviour at Tonbridge School’ – a code to be promoted, taught and enforced.
- A System of Rewards for Achievement, Effort and Good Behaviour.
- A System of Sanctions.
- A Statement of Roles and Responsibilities.

It is important that this policy is read and applied in conjunction with other School policies and programmes, published separately in the Common Room Handbook and Parents’ Handbook. Specifically these are:

- Child Protection Policy
- Memoranda
- Anti-Bullying Policy
- Learning Support Policy
- Alcohol, Drugs and Smoking Policies
- Problems and Complaints Procedure for Boys (Memoranda)
- Complaints Procedure for Parents (Parents’ Handbook)
- Procedure for Appeal against Expulsion
- Discrimination Policy
- PSHE Programme
- Philosophy of Care
- Pastoral Care Handbook
- Physical Restraint

EXPECTED BEHAVIOUR AT TONBRIDGE SCHOOL

Tonbridge School is a community where the welfare of all is protected and promoted. To this end, certain standards of behaviour are expected of all pupils in and around the School, and on any activity or trip. These expectations are promoted and reinforced, within the overall School behaviour policy, by a system of rewards and sanctions. We expect boys to:

Show Respect For Others

- Show good manners, tolerance, regard for authority and for individual privacy
- Celebrate difference and diversity in others
- Show respect for Chapel and for those of different faiths
- Follow and support the School's anti-bullying policy
- Avoid bad language and any behaviour which might cause offence

Strive For Self-Respect

- Be trustworthy, honest and tell the truth
- Attend and be punctual at all compulsory school obligations
- Keep safe and healthy by proper appreciation of risk, by regular exercise and by avoiding harmful substances
- Be self-disciplined and committed
- Take pride in appearance

Make A Positive Contribution

- Take pride in membership of the School and be its ambassador
- Engage with and commit to a wide range of activities
- Think how the school community can be served
- Participate in decision-making about how the School is run
- Support activities to help the wider community outside school

Enjoy And Achieve At School

- Value effort and achievement
- Take responsibility for own learning and academic progress
- Help promote a positive learning atmosphere in the classroom and elsewhere
- Develop own skills and interests by full participation in extra-curricular activities
- Prepare for life after school by developing good work habits and social skills

Respect Property And The Environment

- Respect the property of others
- Look after the fabric and property of the School
- Think 'green' in attitude to the School and wider environment
- Respect other people's working and living environment by avoiding undue noise
- Avoid dropping litter

A SYSTEM OF REWARDS FOR ACHIEVEMENT, EFFORT AND GOOD BEHAVIOUR

It is important to establish a culture in which praise and encouragement far outweigh the frequency of punishment and admonition. Rewarding pupils for achievement, effort and positive behaviour motivates them and creates the best climate for effective teaching and learning. The School wishes to take pride in celebrating the success of its pupils and in communicating this success to them and to their parents.

To this end a system has been established to promote rewards for achievement, effort and behaviour. The key elements of this system, which are not intended to be exclusive, are:

- Frequent reminders in staff meetings of the importance of celebrating success, and of verbal and written praise and encouragement.
- School prizes and awards for all kinds of achievement.
- Awards made by the Lower Master at end-of-term assemblies.
- Award of Commendations in the first three years for academic and non-academic achievement and effort, and for examples of positive behaviour and service (see separate procedures).
- Award of Distinctions for examples of academic excellence (see separate procedures).
- Space in the Interim Reports to note special effort or achievement.
- House points or merit books leading to house awards.
- The use of School and House notice-boards and the intranet to record special achievements.
- Regular communication to parents of 'good news'.

It is the responsibility of the Senior Management Team to monitor the frequency and effectiveness of this system of rewards.

A SYSTEM OF SANCTIONS

Sanctions are necessary in a school community to promote positive behaviour, as laid down in the 'Expected Behaviour' code, and a good teaching and learning atmosphere, to encourage a proper regard for authority, to protect all members of the school community, and to reinforce School rules as laid down in the Memoranda. They are most useful when seen by everyone as a deterrent. When used they must be applied fairly and consistently, and appropriately to the seriousness of the offence. This means that there must be a scale of sanctions with it being clear whose responsibility it is to apply them at the appropriate level. **The use of corporal punishment or physical restraint as a method of imposing or enforcing a sanction is clearly prohibited, whether or not within the School premises.** Sanctions can be applied for unacceptable academic work as well as behaviour issues.

In setting out this scale of sanctions, the need for flexibility and common sense is emphasised. The intention is to provide clarity in empowering members of staff to deal with situations themselves or know how and when to pass it on to higher authority. It should not preclude simple remedies like reporting a boy to his housemaster or to the Second Master.

Level 1

Simple admonishments backed up by the authority of staff within the School. Admonishing a boy is often as effective as any formal sanction and should be the first recourse of any member of staff.

Level 2 (School)

These would be used by any members of staff for minor classroom or school misbehaviour. In the classroom, the use of imposition paper is encouraged for unacceptable work or behaviour; this is given out to a boy, who must then complete the written task and get his housemaster to sign the

imposition paper before returning it to the teacher. Sending a boy out of the classroom is acceptable but the door must be kept open and the whereabouts of the boy in this situation must be known at all times. Keeping a boy in during break or other time is also acceptable. Heads of Department are encouraged to become involved in helping out members of their department having problems with particular boys or groups. Some form of departmental detention may become appropriate for persistent offenders. Informing housemasters adds to the effectiveness of the sanction. Other strategies for classroom behaviour management will be developed and recorded by the Director of Studies and the Director of Teaching and Learning.

Level 2 (House)

These would be imposed by housemasters or other members of the house pastoral team for minor house misbehaviour or for school matters reported to housemasters. A certain degree of flexibility is allowed to housemasters but the sanctions can include extra community duties, withdrawal of privileges, written exercises, a run (as long as an equivalent alternative is offered and it takes place within School grounds with proper supervision). House praes can ask for these sanctions to be applied. Any sanctions applied must not involve deprivation of sleep or food. Each house must publish a set of house rules, including the sanctions to be used, a copy of which should be given to the Second Master. Housemasters should keep a written record of sanctions imposed at this level.

Level 3

This level would be applied for more serious offences or for persistent bad work or behaviour. In houses housemasters can for instance use formal gating, impose a house detention in a boy's free time, use internal suspension (withdrawing a boy from some school activities like games), place a boy on report card for unacceptable academic performance. In many such instances housemasters will formally write to parents to inform them. Records of these sanctions should be kept by housemasters.

At this same level there will be two school detentions, the Sunday Extra Work Class and the Wednesday School Detention. Any member of Common Room can put a boy into either of these, but he must ensure that there is 48 hours notice given to the boy concerned and inform the relevant housemaster. Persistent appearance in these detentions in any academic year could lead to a Headmaster's Detention (see below).

On Sundays from 4.00pm to 6.00pm (except for exeats) the Sunday Extra Work Class will be held, supervised on a rota by members of Common Room. This class will be for persistent unacceptable academic work (such as tests failed or coursework not completed), for some disciplinary breaches (as agreed with the Second Master) and unauthorised absence from lessons or other commitments. The procedures for putting boys into this class will be published by the Second Master, who will also select the venue and keep the records.

On Wednesdays from 8.10am to 8.50am the School Detention will be held, supervised on a rota by the Second Master, the Upper Master, the Director of Studies, the Director of Teaching and Learning and the Lower Master. This will be for more serious classroom misbehaviour, academic issues, and persistent lateness or can be used by housemasters for house matters. The Second Master will publish full procedures and keep records.

Level 4 Headmaster's Detention

This will be held monthly on set Saturday evenings from 7.30pm to 9.30pm in a school classroom, supervised on a rota by members of Common Room. Every boy in this detention will also see the Headmaster or Second Master. Only housemasters may put boys into this detention (although other members of staff may request it) and they must also in writing inform the parents of the boy about both offence and sanction. Parents will be asked, if possible, to collect their sons after the detention.

The Second Master will publish procedures and keep records. Persistent appearance in the Headmaster's Detention in any academic year could lead to the boy's suspension (see below).

Level 5 Suspension (temporary or permanent)

The Headmaster may in his discretion require parents to remove or may suspend or expel a boy from the School if he considers that the boy's attendance, progress or behaviour (including behaviour outside the School) is seriously unsatisfactory and in the Headmaster's reasonable opinion the removal is in the School's best interests or those of the boy. The Second Master has the same authority in the Headmaster's absence.

For a temporary suspension the Headmaster will write a letter to the parents, which might include a formal warning, and see the boy on his return. A notice would be published on the School and Common Room notice-boards about every such suspension. The housemaster would have the responsibility of informing the parents before a boy is suspended, arranging a collection time and ensuring that appropriate work is taken home. The length of the suspension will vary according to the circumstances and nature of the offence, but will generally not be longer than a week.

For permanent suspension a distinction is made between expulsion and requirement to leave. A boy is liable to expulsion for a grave breach of school discipline, for example a serious criminal offence or some wilful act calculated to cause serious damage to the School, its community or any of its members. Formal expulsion means that the boy's name will be expunged from the roll of the School and reference to the facts and circumstances will be made in response to every request for a reference. For a breach of school discipline falling short of one for which expulsion is necessary, the pupil may be required to leave permanently. In such circumstances reasonable assistance will be given in helping the boy to make a fresh start at another school. A boarder may also be required to leave the boarding house without necessarily being required to leave the School. In any circumstances where permanent suspension is being considered, the Headmaster is required to act fairly and in accordance with the principles of natural justice. He will use every reasonable endeavour to contact parents before any final decision is taken.

All records of suspensions will be kept in the Headmaster's Office and must be notified to the Chairman of Governors. The procedure for appealing against a permanent suspension is set out in the 'Complaints Policy and Procedure for Parents' to be found in both the Parents' Handbook and on the School website.

ROLES AND RESPONSIBILITIES

All members of the Common Room and house pastoral teams have a responsibility to maintain school discipline and manage the behaviour of boys. They must have realistic expectations of boy behaviour, and be prepared to talk through and engage with issues of behaviour before thinking of applying sanctions. They are encouraged to ask for help from more senior and more experienced colleagues to resolve situations. They are authorised to apply sanctions to Level 3 above.

Housemasters (and in their absence Assistant Housemasters) have responsibility for the safety and behaviour of boys in their houses. They are expected to maintain good house discipline, to help boys develop self-discipline, and to encourage and reward effort and achievement in all spheres of school life. They will be the first and main point of contact with parents and staff about all aspects of a boy's behaviour and development. They will be informed and consulted by all members of staff about issues involving boys in their house. The Headmaster will consult them on any issue that might lead to a boy's suspension. They must develop a clear system of house rewards and sanctions in line with the guidelines above, and they must publish this in the house and to parents. They are authorised to

impose sanctions up to Level 4 above, and they must keep records of any sanctions imposed on a boy from Level 2 upwards.

The Director of Teaching and Learning has responsibility for helping members of the teaching staff to develop good strategies for classroom management. He will liaise with heads of department on any issues arising from this. He will ensure that the induction of any new staff will include specific reference to this policy and how it works.

The Director of Studies will develop procedures for the award of Commendations and Distinctions. He will also ensure that the reporting system encourages and notes special effort or achievement, but also draws attention to concerns about poor behaviour or unacceptable work. He will from time to time be asked by housemasters to see boys whose work is unsatisfactory or who are in danger of failing exams.

The Second Master is responsible to the Headmaster for managing all issues of discipline and behaviour within the School. He will review this and associated policies at regular intervals, using some kind of behaviour audit to identify recurrent problems. He will promote the 'Expected Behaviour' code and the whole of this policy to boys, staff and parents. He will publish procedures in relation to sanctions and organise supervisory rotas. He will keep records of all detentions at Levels 3 and 4. He will keep the Headmaster informed of any significant issues of behaviour which arise. He will deputise for the Headmaster when necessary. He will ensure that induction procedures for house staff and praes include reference to this policy and how it works.

The Headmaster is responsible to the Governors for ensuring appropriate standards of discipline within the School, and for the promotion of positive behaviour. He will determine the main principles behind any behaviour policy and ensure that it does not conflict with other School policies. He will determine all issues of suspension. He will ensure that parents are aware of this Behaviour Policy.

The Governors endorse the principles underlying the policy and require the Headmaster to ensure appropriate standards of discipline within the School.