

Kilkeel High School

Discipline Policy (Parents' Edition)

N.B. The full school policy is available in school

MAIN AIM :

All students will be expected to behave in a responsible manner both in regard themselves and to others, showing consideration, courtesy and respect for other people and property at all times.

SUBSIDIARY AIMS :

- to encourage self - discipline and increasing self - responsibility as a preparation for adult life.
- to actively build good relationships based on tolerance, respect and consideration for others.
- to provide an orderly and secure atmosphere and environment conducive to positive achievement and attitudes in which realisation of the above aims is possible.

STATEMENT OF PHILOSOPHY :

The Governors and Staffs of the school believe that the inculcation of good behaviour is an essential part of education. Good behaviour is a positive lifestyle choice which displays both self respect and respect for the needs and feelings of others.

When students fail to discipline themselves, the school will continue positive encouragement of self-discipline but may also make use of sanctions to persuade them that poor behaviour is a trait that neither the school nor the adult community will tolerate.

To achieve our aims we require that all parents / guardians take the maximum interest in their children's education, constantly encouraging, and, if necessary, cajoling them to work to their highest potential. If the school and parents / guardians are acting together in partnership, demanding consistently high standards of work and behaviour, we believe we are most likely to see all our students achieve academic success and become in the process responsible and useful members of society.

REWARDS AND SANCTIONS

Rewards

All staff are aware of the benefits of rewards. Encouragement through praise / rewards can not only re-inforce good habits but pre-empt undesirable behaviour.

The following are some of the rewards staff use.

- *Good eye contact*
- *Free association time for class at end of 'good' lesson*
- *Smile or nod approval*
- *Simple gestures to indicate 'well done' and / or approval*
- *Video/DVD time*
- *Arranging for secondary praise from Head of Department, Year Head, etc*
- *Use of appropriate positive language eg. "Good", "Right, well done", "Brilliant; how did you think of that?"*
- *Displaying work*
- *Prizes for good work of an extended nature*

- *Co-operating with Form Tutor or Year Head in extended reward scheme*
- *Good Behaviour Reports*
- *Simple note home to parents praising effort, etc*
- *Class Certificates*
- *Material rewards*

Sanctions

All staff are aware of the seriousness of applying sanctions to unacceptable behaviour. In what is very much intended to be a positive and encouraging atmosphere regarding discipline, sanctions are not given lightly. When they have to be given it should be with a clear explanation, and with fairness and consistency in mind,

The following are sanctions available for use by staff.

- *Reprimand or warning*
- *Moving to another seat*
- *Extra work / Copy exercise*
- *Detention*
- *Referral to Senior Teacher*
- *Referral to Senior Management*
- *Internal Suspension*
- *External Suspension*
- *Expulsion*

Extra work / Copy exercise – this may be given when a student's work is considered very inadequate or behaviour is felt to be disorderly or disruptive to a degree which adversely affects others.

Detention – Normal school detention is given for serious incidents of unacceptable behaviour or when extra work / copy exercise is not completed. It takes place for 1 hour after school on Thursday. Extra detention is given by the school's management, Year Heads or above, for incidents referred to them. It takes place for 1 and a half hours after school on Friday. In all cases letters are sent home, informing parents, well in advance of the date of the detention.

Internal Suspension – This is for serious offences, including deliberately missing detention. It means a student is withdrawn from normal class to do set work under strict supervision in the lecture theatre, where lower sixth form pupils do their private study. While internally suspended, breaktime is shortened to 10 minutes, taken at 11 o'clock.

External Suspension – This is for very serious offences involving major disruption of the school and / or an accumulation of incidents of unacceptable behaviour. It means a student is required to stay at home under the supervision of his/her parents. The Board of Governors and the SELB will be informed of cases of external suspension.

Expulsion – This is for extremely serious offences or accumulation of serious offences. It is administered by the Headmaster and the Board of Governors of the school, with ratification by the SELB. It means permanent exclusion from school.

BEHAVIOUR REPORTS

Behaviour reports will be recorded using the SIMS behaviour Management Module. This module is designed to record and monitor behaviour incidents and achievements. Each behaviour incident or achievement will be allocated a number of points. This enables the school to monitor and compare points to be used in a class reward system.

If a teacher deals with a behaviour incident requiring the application of disciplinary consequences, the teacher must record it, using the SIMS Behaviour Management Module.

If a teacher feels that class or individual student has behaved well or worked hard the teacher may record this as an achievement, using the SIMS Behaviour Management Module.

A behaviour report should not, in itself, be seen as a consequence, only a record of action taken or as a means of communicating information to the Form Tutor.

Each morning a class report on behaviour and achievement will be generated and placed in the class registration folder allowing the relevant Year Head and Form Tutor an overview of the previous day's reports. The Year Head or Form Tutor may want to speak to the student who has been reported.

Teachers can also monitor student behaviour and achievement throughout the school day by using SIMS Behaviour Management Module.

REFERRAL PROCEDURE – CODE OF PRACTICE (BEHAVIOUR) REGISTER

The behaviour of all but a handful of students in the school is very rarely less than acceptable. The Code of practice Register is a method of applying corrective strategies when a student's behaviour is developing a trend of becoming unacceptable.

It involves 5 stages of increasing seriousness. At each stage the student's behaviour is reviewed after a set period of time and, according to the review, it is decided whether the student should:

1. be removed from the register
2. be moved to the preceding stage of the register for a further period
3. remain at the same level of the register for a further period
4. be moved to the succeeding level of the register for a further period

Stage 1 – Form Tutor becomes alerted to behaviour through a build up of Behaviour Reports and refers student to Year Head, who places student on Daily Report.

Stage 2 – Review of Stage 1 by Year Head shows no improvement. Student is referred to the vice-principal i/c of discipline who places the student on Detailed Report. Parents are asked into school to discuss the student's progress.

Stage 3 – Review of Stage 2 by Vice-Principal shows no improvement. Student is referred to the SELB Behaviour Management Team and Education Psychology Service.

Stages 4 and 5 – Further specialist help from outside agencies is sought, leading eventually to the student being statemented as being in need of special education needs relating to behaviour.