



ST ALOYSIUS' COLLEGE

Discipline Policy – Junior & Senior School

Discipline in a Jesuit school

Encouraging good behaviour and checking poor behaviour is the everyday responsibility of every member of staff both inside the classroom and around the school generally. Strategies for dealing with unacceptable behaviour that are agreed, understood and practised consistently by all staff are likely to raise and maintain the standards of behaviour that, in turn, lead to a better environment for teaching and learning.

“Personal development through the training of character and will, overcoming selfishness and lack of concern for others and the other effects of sinfulness, and developing the freedom that respects others and accepts responsibility, is all aided by the necessary and fair regulations of the school; these include a fair system of discipline. Of equal importance is the self-discipline expected of each student, manifested in intellectual rigour, persevering application to serious study, and conduct towards others that recognises the human dignity of each individual.” Characteristics of Jesuit Education n.52

The basic statement of the school’s expectations of pupil behaviour is contained within the Classroom Behaviour Code and in the School Rules and Expectations.

School Rules and Expectations

As a member of the St Aloysius' College community, you are expected to demonstrate the highest standards of behaviour and to have a positive and purposeful attitude to your school life. You come to school to learn, to make the most of your gifts and talents, and to contribute to the life of the school community.

The school expects pupils . . .

. . . to have respect for themselves

This means

- taking responsibility for your own development (including setting clear goals for your own academic, social, creative, spiritual and physical formation and taking the necessary steps to realise your goals)
- developing the habit of reflection on your daily life, in and out of school
- building up your self-discipline (including acting responsibly in your words and actions)
- behaving in a safe way (including respecting boundaries, following safety instructions, using equipment and resources properly, not bringing forbidden items to school, and refraining from fooling around)
- looking after your health (including eating properly, not smoking or using drugs or misusing alcohol, and getting enough exercise)
- being "fit for school" (including getting enough sleep, balancing your school and out-of-school commitments, and having good attendance)

- developing and maintaining a strong personal integrity (including being honest, truthful, courteous, generous and just)
- being smart and tidy in your appearance and uniform

... to have respect for your studies

This means

- arriving punctually for lessons and with the books and equipment you will need
- participating in the lesson in a positive way, getting the most out of it for yourself and others in the class
- doing nothing to impede the teacher teaching or pupils learning
- doing homework, revision and independent study
- keeping a record of your grades and taking steps to improve

... to have respect for your school community

This means

- being committed to the aims and values of the school (including building a Christian community, high academic standards, care for each individual, excellence in all we do)
- being considerate of the feelings and needs of your fellow pupils (including not doing or saying anything to cause hurt, distress or exclusion)
- having respect for the staff (both teachers and support staff)
- obeying the instructions and rules you are given (and not only when a teacher is watching)
- upholding the good name of the school (especially in public places and when there are visitors in the school)
- taking care of the school environment (including treating buildings, furniture and resources with care, putting litter in the bin, keeping your locker tidy, not eating or drinking around the building, and not bringing chewing gum to school)
- using your talents to become actively involved in the life and activities of the school (including worship and retreats, socials, sport, co-curriculars, and House competitions) and honouring the commitments you make
- participating in the outreach, service and charity activities which are central to the Christian life of the school

In return, pupils can expect the school to provide:

- good teaching
- fair and equal treatment
- good pastoral support, advice and (through your Form Tutor, Head of Year, Head of Section) a personal interest in your progress and school life
- a wide range of fulfilling and challenging co-curricular activities
- a disciplined environment in which you can learn and feel safe and comfortable

The School Rules and Expectations are printed in the pupil's small prayer/organiser book for all Senior School pupils.

Classroom behaviour code

Pupils are expected to:

1. ARRIVE PREPARED with the correct books, jotters, pens, and any other equipment you may need.
2. BE PUNCTUAL - arrive on time for every lesson and settle down with books and equipment ready quickly.
3. BE COURTEOUS - begin the lesson standing in your place; stand up when a teacher or visitor enters the room; put your hand up before speaking; remember to say 'please' and 'thank you'; only pack up when the teacher has finished the lesson.
4. LISTEN to and do your best to FOLLOW your teacher's instructions.
5. ASK if you don't understand or are not sure about something.
6. PARTICIPATE with a positive attitude to what is going on in the class.
7. RESPECT the contributions, work, effort and points of view of your fellow pupils; do nothing to interfere with others' learning.
8. Make sure that HOMEWORK and other assignments are properly done and handed in on time; take pride and care in your work.
9. Look after your ENVIRONMENT - keep your classroom and school tidy, free of litter and graffiti; take care of books, furniture and resources.

This basic classroom code is supplemented by appropriate additional requirements in specialist rooms such as laboratories, art rooms, and PE facilities as determined by subject teachers.

Sanctions

Sanctions should not be regarded as a first resort in dealing with disciplinary situations. In a Jesuit school, punishment should never be retributive or penal, but rather employed only where it underpins the College's fundamental aim of "improvement in living and learning".

Even with good pupil-teacher relationships, there will inevitably be times when punishment is appropriate:

- when a pupil behaves in a way that is harmful or hurtful to others
- when a pupil is disruptive in class or distracts others from learning
- when a pupil behaves in a way that is prejudicial to the good name or order of the school
- when a pupil, without good reason, infringes a school rule, policy or procedure

It is important that there is a sense of proportion in determining appropriate punishment, taking into account the offence, the pupil and the circumstances. In deciding on the punishment, the teacher should ask:

- is the punishment likely to be effective?
- is it fair? (is it proportionate and consistent with College policy and practice?)
- is it justifiable? (to the pupil, to parents and to senior staff)

Staged system of punishment

St Aloysius College uses a *staged* system of sanctions. Lesser offences attract lesser punishments; more serious offences are dealt with at a higher stage. Punishment may be increased (moved to the next stage) for persistent offenders.

Progression of Sanctions in Junior School

Verbal reprimand by class teacher
 Verbal reprimand by Assistant Head of School /Head of School
 Loss of class points or Golden Time – demerit
 Detention – breaks or lunchtime
 After school detention – Head of School discusses situation with parents
 Formal Parental Meeting with Head of School
 Formal Caution
 Suspension
 Permanent Exclusion

Progression of Sanctions in Senior School

Verbal Reprimand
 Demerit
 Lines
 Departmental or Head of Year Detention (lunchtime)
 Head Master’s Homework Detention or Depute’s Detention (Friday)
 Holiday Detention
 Formal Parental Meeting with Depute
 Formal Caution
 Suspension
 Permanent Exclusion

The seriousness of a particular offence may mean that this process is accelerated, for example a Formal Caution, or Suspension would not always have to be preceded by Lines or Detention.

Suspension Policy

1. Suspension is a serious sanction used only rarely by the College. It is for serious breaches of school discipline, serious breaches of behaviour which undermine the Jesuit and Catholic ethos of the college, or persistent misbehaviour that undermines good order and learning.

2. Suspension serves a number of purposes including:

a. a “cooling-off” period when all concerned (pupil, parents, teachers, senior staff) can reflect and consider the situation and the best way forward

b. the signalling by the College authorities of serious disquiet with and disapproval of a child’s behaviour

c. the sanctioning of a pupil which may be linked to another more directly onerous punishment

3. If a pupil under the age of 16-yrs is suspended, s/he will be sent home, and their parent can collect them. If the suspension follows a serious incident, the pupil will normally be immediately withdrawn from classes for the remainder of the day. Pupils over the age of 16-yrs may be sent home immediately, depending on circumstances. The school will make every reasonable effort to inform parents of the suspension by ‘phone or letter the same day. If it was not possible to do so on the day the pupil was suspended, a further letter will then be sent setting out in more detail the reasons for the suspension and the arrangements for an interview.

4. Parents should expect suspension to be used:

a. if the child refuses to obey the school rules or to accept school discipline or punishment

b. if the child has been involved in a serious incident of misbehaviour

c. if, despite previous warning and disciplinary action, the child behaves in a way that adversely affects the studies or good order of others (ie: there is persistent repetition of behaviours)

d. if the child engages in behaviour that is a danger to his or her own safety or the safety and well-being of others

e. if the child commits a criminal offence at school or at a school function, or while in school uniform (irrespective of whether the offence is in fact prosecuted)

f. if the parent prevents, discourages or excuses the child from obeying some rule or requirement, or accepting punishment

5. Pupils who have been suspended may not return to school, or attend any school function or games fixture, until they and their parents have attended an interview, with satisfactory outcome. In exceptional circumstances, non-participation in games fixtures or exclusion from other activities may be a sanction used additionally to suspension and not just concurrently

6. There is no ‘tariff’ as such for suspension but a period of suspension would normally run from 1-5 days at the judgement of the Head Master. In determining the period of suspension s/he would take into account within their decision making matters which could include the severity of the offence, whether it was a repeated incident of similar behaviour, previous disciplinary record and the impact on other pupils and members of staff

7. Whilst suspension would remain on a student’s record until they left the college in case of repetition of a similar pattern of behaviour, it would not usually be referred to in any UCAS or other references. Once a suspension was served, the re-integration meeting would seek to determine that the pupil had reflected appropriately on how they could move forward in a productive manner

8. The re-integration interview will be conducted by two members of staff designated by the Head Master. This will usually be the Head of Year (or Head of Section in the Junior School) and the Depute (or Head of Junior School). In the case of significant periods of suspension or when behaviour would bring the College into disrepute, the re-integration meeting will be

conducted by the Head Master with either the relevant Head of Senior or Junior School or the Depute in attendance

9. At the re-integration interview, the circumstances leading to the suspension will be discussed and the pupil and parents will be given the opportunity to comment. The Senior member of staff conducting the interview will set out clear expectations for future behaviour and attitude, and indicate any other sanction that must be served.

10. If the parents (or pupil over 16-yrs) are dissatisfied with the outcome of the suspension interview, they may appeal to the Head Master. In such cases, the pupil will usually continue to be suspended until the Head Master has made a decision and this decision has been accepted by parents and pupil.

11. An appeal against the Head Master's decision may be made to the Chair of Governors (as described in the College Complaints Policy)

12. If the pupil is 16-yrs of age or over, a copy of any letters sent to parents will also be given to the pupil. The pupil will also be given the opportunity of speaking to a senior member of staff or his or her Head of Year separately from his or her parents.

13. While maintaining a firm line on discipline and insisting on a purposeful attitude to studies and school life, the College will endeavour to support parents in their efforts to do what is best for their children, and to support as well as to challenge pupils who find themselves in trouble.

Policy created: February 2015

Policy updated: November 2016

Policy update approved by ARG Committee: November 2016

Policy update approved by GB: 6th December 2016

Policy Reviewed: November 2020

This policy will be annually reviewed by: Isabelle Erskine