



**Wimbledon
College**

Behaviour Policy



Science

2008 - 09



Part I

Statement of principles

Statutory duties

This statement of principles underlying the behaviour policies and arrangements at Wimbledon College has been drawn up by the governing body in compliance with Section 61 of the *School Standards and Framework Act 1998*.

Parents (through meetings of the Parents' Forum), pupils (through meetings of the School Council) and the Head Master have been consulted on their views about the behaviour expectations and disciplinary arrangements at the school. Their views are incorporated into this policy.

The Head Master has a statutory duty to establish detailed measures on behaviour and discipline which aim to:

- promote self-discipline, proper regard for authority and respect for others
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils

In particular, the Head Master has a responsibility to enforce measures which prevent all forms of bullying and harassment.

Principles

In a Jesuit school, academic and extra-curricular pursuits take place in a strongly moral context. The attitudes and values of the school are those of Christ's radical command to *love one another as I have loved you* (Jn 13:34), where this love means putting others first (Mk 9:35), turning the other cheek (Mt 5:39), and going the extra mile (Mt 5:41).

Pupils are taught, encouraged and expected to develop and maintain a strong personal integrity that is truthful, generous, courteous, and considerate of the needs and feelings of others. They are expected to have a positive and purposeful attitude to their studies and school lives and to their relationships with staff and other pupils.

The school's system of discipline rewards good behaviour and commitment to studies and school life, and provides for sanctions against poor behaviour. Pupils who fail to strive to meet high standards of behaviour will be called to account. At the same time, the school recognises that boys do sometimes err and tries to help them learn from their mistakes and so grow in maturity and self-discipline.

The Head Master will, from time to time, prescribe policies, rules and routines which make explicit these goals as they apply to specific aspects of school life. Such detailed rules are necessary for the efficient and harmonious running of a complex institution. The College asks for the support of parents in its expectation that pupils follow school rules.

Teachers exercise authority over pupils in the conduct of classes and in the maintenance of good order and safety around the school generally. Isolated cases of misbehaviour will be dealt with without parents necessarily being informed. This allows pupils to accept responsibility for what they have done, to serve their punishment and to improve their behaviour and so grow in self-discipline and maturity.

More serious or persistent breaches of discipline, including disruptive behaviour in lessons, will be referred to the Head of Line, or to the Deputy Heads who have overall responsibility for discipline in the school, and parents will be informed. Parents are asked to support the disciplinary arrangements of the school.

Part II

Whole-school approach to pupil behaviour

Teachers' responsibilities

All teachers have a general duty to participate fully in the promotion of good behaviour by pupils both inside and beyond the classroom. The professional duties of a teacher include “*maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.*” Teaching Support Assistants and other support staff have similar responsibilities.

By taking an active part in upholding rules and high expectations of behaviour, each teacher contributes to a disciplined ethos which supports the school’s aim of “*improvement in living and learning*”. This is achieved by noticing and challenging misbehaviour or failure to comply with school rules rather than ignoring it.

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 which, in turn, lead to a better environment for effective teaching and learning.

Teachers should always intervene in disciplinary situations and do so in accordance with school policy and practice. More serious matters are to be referred to the boy’s Head of Line. Major incidents are to be referred without delay to the appropriate Deputy Head (or in his absence to any Deputy Head or senior member of staff).

Quality of relations with pupils

While written codes, policies and procedures are clearly important, discipline in a Jesuit school is founded upon good personal relationships between pupils and teachers. It is the professional responsibility of each teacher to initiate, foster and sustain appropriate relationships with pupils that are characterised by:

- a shared commitment to academic achievement and a purposeful attitude to the life of the school beyond lessons - the promotion of a “culture of achievement”
- a realisation that, as they grow up, children will test the boundaries of acceptable behaviour; it is the role of the teacher willingly to allow pupils appropriate expression of their individuality and as much freedom as is consistent with the fundamental purposes of the school
- the promotion of pupils’ growth in maturity, responsibility and self-discipline

In any disciplinary situation, the teacher should remember that s/he is the mature adult, the professional, and the person with legitimate authority. As such s/he should seek to manage disciplinary situations with humour, magnanimity and mercy.

Positive behaviour

a whole-school approach to discipline

From September 2008, Wimbledon College will be adopting a coherent approach to pupil behaviour based on a *positive behaviour* model. This approach is being implemented after consultation with pupils, parents and staff.

aims

The aims of Wimbledon College's positive behaviour approach will be:

- **to allow teachers to teach**
- **to enable pupils to learn**
- **and to encourage pupils to develop self-confidence and self-discipline**

A relentless focus on positive behaviour enables learning to take place in a safe and orderly environment. It is intended to replace the current emphasis on rules and sanctions and maintaining a punitive disciplinary ethos.

methodology

Underpinning the positive behaviour approach is the simple reality that **we all like to be praised** for what we do well.

The positive behaviour approach proposes that teachers who praise pupils who are on task achieve better results from other children who notice and copy this good behaviour.

The positive behaviour approach:

- promotes **good relations** between pupils and staff based on **mutual respect and trust, common purpose and values**
- promotes an **uncompromising focus on learning and achievement**, and **developing self-confidence and self-discipline**
- **looks for the positive** (staff find opportunities to praise many times more often than punish) and reduces the public attention paid to pupils who are not on task
- **separates the behaviour from the pupil** (the teacher shows that s/he dislikes the behaviour not the child)
- is **assertive** but avoids confrontation (staff de-escalate situations by being firmly in control of their own reactions and by following a universally recognised method of positive behaviour)

- is based on **simple rules** which are clear and known to everyone (pupils, parents, staff) and which **establish expectations and boundaries**
- is talked about and **used all the time** and everywhere in the school
- has **clear consequences** (for misbehaviour which cannot be ignored) which are consistently implemented
- provides **effective support for staff** (eg. action by the Head of Line, immediate action through the Out-of-Class system, support from School Leadership Team members)

The positive behaviour system is based on **rules, rewards** and **consequences**.

1 Rules

behaviour code

The College's behaviour code consists of five simple rules which sum up the school's expectation of behaviour and attitude at all times:

| | | |
|----------|-------------------------------|--|
| 1 | Be positive | <i>100% effort in everything you do</i> |
| 2 | Be prepared | <i>punctual, properly equipped, homework done</i> |
| 3 | Follow instructions | <i>first time, every time</i> |
| 4 | Show respect | <i>treat others as you would like to be treated</i> |
| 5 | Look after your school | <i>take care of the school's environment and resources</i> |

The rules are designed:

- to be **about behaviour only**
- to cover **all behaviour at all times**
- to be **limited in number** and therefore **memorable**
- to **relate to observable behaviour** (it is clear you are either meeting this rule or not, leaving little room for argument)
- to be **displayed everywhere** and **repeated constantly**

routines

The school also needs other rules (such as those governing uniform and appearance, more detailed rules about classroom routines, fire drills, behaviour out of school, etc.). These will be

recast as **routines**. In this way **the five behaviour rules are given central place**. Routines will be printed in the pupil *Homework Diary*.

2 Rewards

The positive behaviour approach is based on praise and reward:

praise

Teachers should use praise many more times (in a lesson, on playground duty, in a day) than they use consequences. **Teachers should find an opportunity to praise every pupil they teach every lesson**. In practice this may be difficult but as an attitude with which to embark upon every lesson it is crucial to the success of a positive behaviour approach to school discipline.

Praise should be:

- both **verbal** and **non-verbal** (thumbs up, tick put on piece of work in progress, a list of “best workers” on the board, as appropriate to age and maturity)
- **specific** and **descriptive** (identifies the boy and names the reason for praise)
- **genuine** (the positive behaviour approach does not ask staff to give out praise indiscriminately - pupils soon see this as disingenuous and devaluing positive comments when they are used)
- **repeated at the end of class** or activity

The frequent use of praise should be noticeable (in lesson observation, in overhearing the general talk between staff and pupils around the school).

reward - recognition of achievement

The College is further developing its ways of recognising and rewarding achievement:

- merits (leading to merit badges)
- lower line awards (for specific sports and activities such as drama and music)
- intermediate awards (for Y10 and Y11)
- half-colours and colours (for Y11 and Sixth Form)
- a prestigious Sixth Form award for service to others
- awards for 100% attendance
- occasional certificates for achievement or participation
- positive letters home

Assemblies in the last week of each half-term are given over to recognising achievement.

Pupil achievements should be displayed in Line and departmental areas of the school and celebrated on the school's electronic noticeboards. This is a primary responsibility of Heads of Line and form tutors.

3 Consequences

An important part of the positive behaviour approach is that poor behaviour has consequences.

Consequences:

- **do not have to be severe to be effective**
- should be **easy to implement**
- should **relate to a hierarchy of consequences**
- include a **“severe clause” for one-off incidents** of very bad behaviour (eg a fight or swearing at a member of staff)
- include a way of getting **pupils to reflect on their behaviour** (“think sheets”)

Achieving the balance between ignoring poor behaviour which does not need to be addressed and implementing consequences for poor behaviour that cannot be ignored will be a challenge that staff have to work on. The overarching principle should be that we are trying to do and say things in a positive way that elicits a positive response from pupils.

implementing consequences

Present the consequence of the pupil's behaviour as the **choice of the pupil** (“if you continue to do x, you will be choosing to y”).

Appear reluctant to give the consequence (“I'd much rather you did z, and then I wouldn't have to do y”).

Give the pupil **every opportunity to back down** (and be explicit about this: “You still have a chance to sort this out and avoid y. Last chance!”)

After the consequence has been given, use **praise at the first opportunity** (even finding something trivial to praise him about).

techniques

Model the behaviour you expect of your pupils.

Use proximity praise first (identify and publicly praise good or on-task behaviour of those sitting nearby before challenging the poor behaviour of an individual).

Use sound or visual triggers (a tap on a pupil's desk or staring at a pupil) to alert a pupil to the fact you have noticed misbehaviour without interrupting the flow of the lesson.

If you do need to tackle misbehaviour directly, **speak calmly, clearly and assertively** - don't appear emotional or reveal anger, irritation or exasperation.

Use a quiet voice which makes it difficult for others to hear. This deprives the badly behaving pupil of publicity.

If you have to repeat things (pointing out he is choosing the consequence, appearing reluctant by repeating it, giving every chance to back down), **speak slightly more softly each time**.

Stand slightly too close, and at **90-degrees** rather than directly in front of the pupil, and **at eye level**.

If you want the pupil to do something (pick something up, move to another place), use a **countdown** ("I'll give you ten seconds to do x, nine, eight, seven ...").

Deal with **secondary behaviours** (the pupil tries to deflect the focus from himself by referring to what others have done: "I understand it is annoying that x did y, but I need you to ...").

Be the **silent avenger** (if you choose to ignore an instance of poor behaviour and concentrate on the positive, it is still good to let the boy know you have noticed: speak to him later in the day or the following day when there is no audience and let him know that you chose to let it pass this time but will not do so again; explain why the behaviour was not acceptable and what you hope for in future).

Do not refer to previous bad behaviour in the next lesson - always wipe the slate clean.

consequences - sanctions

It is important that **all staff know and consistently use consequences** agreed across the whole-school. You should neither have your own private sanctions nor fail to use whole-school consequences when they are deserved.

From September 2008, a new **hierarchy of consequences** will be introduced from which consequences should be chosen to match the seriousness of the misbehaviour according to circumstances.

TMs = teacher meetings

A short meeting, at break times or after school when the teacher can speak to a pupil about his behaviour. ("I think we need a TM to discuss this further" – not a punishment but an opportunity! A TM held later in the day allows the pupil to cool off and teacher to be very focussed about what is expected and how the pupil can put things right.

behaviour referral

will usually follow a TM and passes the information to the HoL. There is a clear focus on behaviour ("I am not happy that you have behaved in this way, and despite the fact that I have

made this clear to you, I think your HoL needs to know.”). The HoL will consider, in the light of other referrals, what action to take.

out-of-class system

The out-of-class system will continue to provide support for teachers in dealing with behaviour that disrupts classes. The *early warning* and *caution* stages should usually lead to TMs or behaviour referrals.

severe clause

An “orange card” procedure will be introduced to deal with serious misbehaviour (such as a fight, violent outburst, swearing at a teacher, or defiance). It will be clear to pupils and staff that this procedure overrides all others and leads to immediate action by the Head of Line or Deputy Head. The orange card procedure should be reserved for situations which demand the immediate removal of the pupil.

further options open to pastoral staff

Pastoral staff (principally Heads of Line) who receive behaviour referrals, will have a range of sanctions available to them including detention (30m or 60m after-school, Saturday morning, half-days and staff days), internal isolation arrangements, and exclusion (fixed-term or permanent).

academic detentions

will be replaced by nomination to supported study.

behaviour detentions

Teachers may still give detentions but we should be trying to reduce our dependence on this sanction. Detentions for poor behaviour should only be given where a behaviour referral would not be seen as an appropriate response. All detentions will be run by Heads of Line.

think sheets

A variety of “think sheets” will be produced, appropriate to different levels of maturity, which require pupils to reflect on their behaviour and its consequences. Think sheets will be used by line staff as part of the consequences element of positive behaviour management.

classroom management

Teachers can support each other and promote positive behaviour across the school by consistently implementing school classroom routines and expectations. See **classroom management** for further guidance.

Part III

Policies and guidance

Appealing against punishment

We aim to encourage boys to take increasing responsibility for their own lives as they get older. If a boy feels unfairly treated and wrongly punished, he may appeal against the punishment:

1. In the first instance, it is the boy who appeals, not his parents.
2. Before appealing, the pupil should speak calmly and courteously to the teacher concerned, explaining his point of view and asking the teacher to reconsider the matter. Never do this *during* a lesson.
3. If the teacher declines to change his mind, the boy should then appeal to his Head of Line.
4. Appeals are to be made within 24-hours of the punishment being given.
5. If the punishment is upheld by the Head of Line, the pupil will have to do it.
6. If a boy refuses to accept punishment he will be excluded.

Parents are asked only to get involved in appeals against punishment once the boy's appeal procedure is complete and only if they are sure a major miscarriage of justice has taken place.

Behaviour around the school

Boys are expected to behave sensibly and with consideration for others when moving to and from class. Behaviour which is not acceptable on corridors and stairways includes:

- jostling and pushing
- holding onto other boys' clothing or bags
- jumping onto or into other boys
- lying in wait to ambush other boys
- running
- jumping down stairs or sliding down stair banisters
- pushing into spaces which are obviously already overcrowded
- slamming through doors

- shouting and whistling

Parents and pupils have identified rough behaviour between lessons as a specific cause for concern. Teachers should intervene to stop such behaviour and give appropriate warnings or disciplinary referrals.

Boys who persistently ignore expectations of behaviour around the school will be excluded.

Behaviour out of school

The College expects pupils to behave well out of school, on journeys to and from school and school events, walking to Coombe Lane sports ground and to other local venues for school activities, and on school trips.

Boys' behaviour should be orderly and respectful of the people and environment around them.

The school will investigate instances of poor behaviour out of school and may impose sanctions, including exclusion, against those who have brought the name of the school into disrepute.

Boys are expected to wear their uniform correctly on the journey to and from school.

When staff have direct control of pupils out of school (eg. at a sports fixture, school visit or trip, in proximity to the school gate, at local bus stops), they have the same powers as when in school.

When dealing with pupils outside the school gates but in reasonable proximity to the school, staff may instruct a boy to return to school to deal with disciplinary matters. Failure to do so will itself be seen as a serious disciplinary offence.

When staff do not have direct control of pupils (eg. when boys are travelling home or away from the school in uniform but not on school business) they cannot exercise their statutory powers as teachers. They may speak to pupils and reason with them but cannot impose sanctions. This must wait until the pupil is next in school.

Bullying policy

1. Wimbledon College is committed to ensuring that every pupil is treated with respect and dignity and will take action to prevent or redress instances of bullying or discrimination.
2. The school believes that people should not be discriminated against or bullied because of their race, gender, sexual orientation, religious belief, or because they have special or additional needs.

bullying

3. Bullying involves the abuse of power. It is persistent and it is personal to the individual child. Bullying is deliberately or thoughtlessly causing distress, either mental or physical, to others by hurting them with words or actions, or by making them feel embarrassed, excluded or threatened.

aims

4. The aims of the school's bullying policy are:
 - a. to stop the bullying behaviour
 - b. to rebuild relationships
 - c. to develop appropriate social skills and attitudes in the victims, perpetrators and bystanders of bullying
 - d. to promote and reinforce at every opportunity the Christian ethos of care and respect for the individual

methods

5. The College sets out to achieve these aims by:
 - a. listening to and taking notice of complaints or reports of bullying
 - b. resolving incidents of bullying by reconciling and educating those involved
 - c. punishing those responsible for bullying where this is an appropriate and effective response
 - d. ensuring that all pupils (and parents) see that bullying is not tolerated
6. Pupils who are being bullied are encouraged to tell someone who can do something about it – for example, parents, teachers, another adult, or prefects. The school will do everything it can to put things right and to make sure there are no reprisals.
7. Pupils who are aware of bullying have a duty to report it, even if the victim asks them not to do so. We are all responsible for our community and must act when we see its values

undermined. There are no innocent bystanders in bullying and the school will expect pupils who witness or hear about bullying to report the matter.

8. Bystanders who fail to intervene are also, to a degree, responsible for bullying. Boys who fail to intervene, report or at least walk away from bullying will be subject to disciplinary action.
9. Parents have a key role to play. The school would expect parents:
 - a. to take what their children say to them seriously and to report concerns or suspicions of bullying to their son's Head of Line
 - b. to report concerns of bullying when they occur and not to wait until a series of incidents have built up
 - c. to accept that the whole story may be quite complex with blurred recollections, circumstances and perceptions of what happened (in many cases bullying occurs between children who have recently been best friends)
 - d. to trust the school to resolve matters according to the aims and methods stated in this policy to seek information where they need it and to consider what the school has to say
10. Parents who are not satisfied with the action that has been taken, may always refer the matter to the appropriate Deputy Head and then to the Head Master.
11. The Deputy Heads will monitor bullying incidents and note any patterns of location or individuals involved, and propose and implement arrangements that can help reduce opportunities and reasons for bullying.

procedures

12. When a complaint or report of bullying is received, the school will follow this procedure:
 - a. all complaints will be referred by whom it is received to the appropriate Head of Line
 - b. the Head of Line will speak to the individuals concerned: victim, bully and bystanders; each will usually be asked to write an account of what happened
 - c. taking into account people and circumstances, the Head of Line will decide what action to take and what sanctions to impose
 - d. the Head of Line will check-up to make sure the victim is all right the following day and one week later (and more often if there is cause for concern).
 - e. the Head of Line may ask support staff (SEN, Inclusion Centre staff, etc.) to provide additional support for the victim
 - f. the Head of Line will keep parents informed of progress and decisions taken
 - g. parents seeking an interview will be seen at the earliest opportunity by the Head of Line (and if necessary by the Deputy Head also)
13. A report will be kept in the pupil's record and the also in the school's bullying log.

advice to pupils

14. The following advice is given to pupils in their *Homework Diaries* and is reiterated and reinforced from time to time at assemblies:

Bullying is deliberately or thoughtlessly causing distress to others by hurting them with your words or actions, or by making them feel embarrassed, excluded or threatened. Remember that what may seem a joke or a bit of harmless teasing to you and your friends may not be fun for the person on the receiving end. Bullying is not tolerated at Wimbledon College. If you bully, you can expect action to be taken against you.

People who stand by and do nothing while bullying is going on are, to an extent, also responsible for the bullying. If you see someone being bullied do something to stop it. If you feel confident intervene, if not report it.

If you are being bullied you must tell someone who has the power to do something about it - your parents, a teacher, your Tutor, your Head of Line, a Prefect, or some other adult. Sometimes victims think that reporting bullying will make things worse - this is not true. A report of bullying will be dealt with carefully and everything will be done to make sure that the bullying stops and that there are no repercussions for you. You have a right to feel safe and happy in your school and to be treated with respect - don't let anyone else take away that right.

persistent bullying

15. For pupils reasonably to be expected to report bullying (either of themselves or of others), they must be reassured that there will be no repercussions. Staff dealing with incidents will make quite clear to those responsible for the bullying that there must be no repercussions, either directly or indirectly; this may include an instruction that there is to be no further contact whatsoever with named pupils. Any instance of continued bullying or intimidation after an investigation and warning is likely to result in exclusion.
16. The College is likely to exclude permanently any pupil responsible for serious and persistent bullying.

cyber-bullying

17. Cyber-bullying uses electronic communications (email, chatrooms and social networking sites, text messages and mobile phone pictures, etc.) to bully.
18. The school will investigate cases of cyber-bullying. In doing so, it will seek the support of parents, of the police and internet service providers.
19. Cyber-bullying cases can often be difficult to resolve because they occur out of school hours and often involve pupils from other schools. However, the school is committed to doing what it can, consistent with the reasonable use of its resources, to support pupils who are being bullied and assisting their parents to resolve the matter.

20. Wimbledon College pupils who engage in cyber-bullying can expect disciplinary action to be taken against them.

Bullying

guidance for staff

Staff are advised:

- to be aware of the principles and procedures of the school's *Bullying Policy*.
- to be alert for instances of bullying on corridors and in the playgrounds but also in the offhand remarks and under-the-breath comments made in class.
- not to walk by but at the very minimum to check on a boy who is perhaps intimidated or not fully in control of a situation – it is very easy for bullies to cover situations by making it look as if it is just larking about, or “just a joke”, or by claiming “he’s our mate”.
- to use professional judgement about the seriousness of the matter (is it rough play or adolescent teasing that has got out-of-hand or is it a deliberate attempt to bully?) but to bear in mind the extensive and insidious nature of bullying in schools and to act accordingly.
- to err on the side of caution - it is better to take any incident seriously, investigate and only then conclude that no further action is required; it is not acceptable for staff to walk by or to ignore pupils who are clearly ill-at-ease or not in control of a situation.
- to refer doubtful or certain cases of bullying to the Head of Line - it is never acceptable for staff to resolve incidents of bullying by private measures.
- that in all cases of bullying based on racist, sexist (including reference to sexual orientation), or extreme personal remarks, the matter is always to be referred to the Head of Line.
- to set high expectations of behaviour - pupils may need to be reminded that we are a Christian school where we expect behaviour to be characterised by care and concern for others, by generosity and compassion, and by forgiveness when others offend.
- to be aware that adults can be bullied by pupils too – especially if there is a size or gender difference; teachers should keep an eye open to support colleagues and refer matters promptly to senior staff.

Classroom management

the context for successful teaching and learning

Effective classroom management provides the context for successful teaching and learning. There must be a consistency of practice which ensures that pupils know what is expected of them with regard to behaviour, classroom organisation, and work.

Teachers have a professional responsibility to instil and maintain a disciplined, orderly and positive atmosphere in the classroom which enables teaching and learning to take place. Pupils (and their parents) have a reasonable expectation that they will be able to participate in lessons without undue distraction from others. Classroom discipline is helped by good teaching and vice versa.

The following summarizes the features of good classroom management expected of teachers at Wimbledon College:

- managing pupils entering the room*
- 1 The teacher is to be in the classroom ahead of the pupils (unless travelling from another class makes this impossible).
 - 2 Given the constraints of our buildings, teachers should arrange for pupils to come into the room as soon as possible. However, pupils may be lined up outside the room, or outside the building if this is necessary and conducive to good order. Arrangements are to be consistent (ie. not vary from day to day) and agreed with Heads of Department.
 - 3 Years 7, 8 and 9 will have come from line-up on the playground after morning break and lunch and so should be calm and already have had uniform checked. Classroom teachers should reinforce a calm atmosphere when the boys arrive.
 - 4 As pupils enter the room, the teacher stands at the front near the door, greeting pupils, checking uniform (ties done up, shirts tucked in), calming any who need it, and generally ensuring that the teacher is asserting a presence and control from the start.
 - 5 Boys are to remove coats and hats as soon as they enter the classroom.
 - 6 They are to go straight to their places and stand behind their chairs. This is the time when they are to get out books and equipment. Bags and coats are to be stowed on the floor out of the aisles beneath chairs.
- assigned places*
- 7 Pupils are to have alphabetically assigned places with adjustments for pupils with particular needs (e.g. eyesight or hearing or behaviour issues). A seating plan is to be available to senior staff visiting to

class.

- beginning the lesson*
- 8 Once everyone is present and silent, the class should be asked to sit and do so in silence. It is important to get these opening stages of the lesson right – teachers should not be afraid to repeat standing and sitting in silence until compliance is achieved.
- 9 The class should be given a task immediately which focuses their attention. This might include:
- opening exercise books and writing down the date and lesson objectives
 - opening homework and ensuring it bears the correct date and is ruled off at the end
 - reading a paragraph in a textbook
 - jotting down five things (or whatever) from the last lesson

The important thing is that the class should not be stalled and unoccupied in the opening moments of the lesson unless you are ready to teach immediately.

- 10 It is appropriate to assign routine tasks to pupils (such as cleaning the board, distributing and collecting books, opening windows, switching on the lights, etc). Doing so constructively occupies a number of boys at the start of a lesson and can help deflect misbehaviour (especially if these tasks are assigned to boys who might otherwise fidget and be unsettled).

- homework*
- 11 Pupils are to be given a structured opportunity to write down their homework in their *homework diaries*. While they are doing this, the teacher should check a few boys' *diaries* each lesson, to ensure homework is being properly recorded. Homework may be given at whatever point in the lesson makes best sense. However it should not be left to the last moment and rushed.

- class register*
- 12 A register is to be taken of every lesson. The set list generated by the database is to be used for this purpose and be made available to senior staff visiting the class. There is no need to call out every name – just to note those absent. It is often best to do this later in the lesson when pupils are settled to a task. This is also a task that might usefully be assigned to a boy.

- 13 The register is to record presence (/), absence (O), and lates (L). You will need the register to calculate attendance for reports.

- managing behaviour during the lesson*
- 14 In the best classrooms, the teacher moves around the room constantly, gently asserting control and exercising scrutiny of pupil activity. It is not acceptable simply to sit or stand at the front and deliver the lesson from there. It should be clear from the teacher's movement around the room that this is the teacher's "territory".

- 15 The *classroom routine* sets out the expectations for pupil behaviour during lessons. It is in the boys' *homework diaries*. Refer to the code often as opportunities arise. Link the code with any "early warnings" under the out-of-class system.
- 16 Boys are to raise their hand when they wish to speak. Boys who call out or speak out of turn are to be warned about this behaviour. Be careful not to accept called out answers simply because they happen to be right (this is a common fault of teachers).
- 17 Pupils are expected to be courteous in speaking ("sir", "miss", "please", "thank you", etc.) and in physical attitude (slouching, swinging on chairs, head down on desk, chewing, turning round or sitting with back to the teacher or board are not acceptable behaviours).
- 18 When the teacher is speaking, or when the teacher expects quiet work to be progressing, pupils do not continue casual conversations with each other.
- 19 Pupils are expected to respect the contributions of others (making fun of wrong answers, jeering or deriding is never acceptable).
- disruptive behaviour* 20 The school has a clear system for dealing with behaviour which disrupts lessons making it difficult to teach or learn. All staff are required to implement the out-of-class procedures.
- resources* 21 You should keep in your classroom a reasonable supply of paper, pens, pencils, rulers and the like so that boys do not have the correct equipment can be quickly sorted out and the lesson can proceed uninhibited, both for the benefit of the individual pupil and for the class.
- 22 Boys are not to be sent out of class to replace exercise books or collect paper, books or photocopies unless there is an exceptional reason to do so.
- visitors to the classroom* 23 Pupils stand if another teacher or adult visitor enters room. This does not apply to technicians or others who pass through the room frequently. Do not tell the boys to stand – they should notice and do so without instruction. It is, however, your responsibility to ask boys to sit once they have stood for a visitor – do not leave them standing.
- finishing the lesson* 24 At the end of the lesson and as the bell goes, the pupils are told to stand behind desks and are dismissed in an orderly fashion (this means row by row and with furniture straightened and any litter picked up as this happens). Do not have boys stand or line up ahead of the bell.
- 25 The teacher is to check uniform as boys leave the room.

- 26 Boys are to be dismissed promptly. Boys are not to be kept back unless for very serious disciplinary reasons which must be dealt with there and then. Making boys late for the next class creates problems for colleagues. If you do keep a boy late, he must be given a *permission slip* for his next teacher.
- 27 The teacher is responsible for ensuring boys departing his/her room do so in a sensible and orderly way beyond the classroom door. This is particularly important at the beginning of morning break and lunchtime when boys can charge off wildly in an effort to get to the refectory or playground.
- 28 The teacher should ensure his/her teaching room is tidy. Always do a quick room check as the last pupils leave – this means walking round the room. Graffiti or damage should be reported at once to the appropriate Deputy Head. Maintenance, repairs and cleaning matters should be reported promptly to the Facilities Manager.
- 29 Teaching rooms are always to be locked at the end of the lesson, unless another teacher has already arrived. Please remember to switch lights off and close windows (again it is good practice to make this a routine job for an assigned pupil).

guidance on specific classroom management issues

whole-class problems

If there is a disciplinary problem with a large number of boys in a class, the teacher should seek the support of the Head of Line or Deputy Head. Do not battle on regardless – it is important to resolve the issue so that effective teaching and learning can take place. Do not try and teach over the noise of a badly behaved class. Simply stop and do not proceed until you have support. Send a reliable boy to reception to seek assistance from the duty senior member of staff.

casual chattering

Casual talking in class can be conducive to a good working atmosphere but it can also be disruptive and lead to much less work being done. Teachers will need to make a professional judgement about what they allow in their classroom and whether they are able to close down the chatter when needed. The important thing is that there is consistency in the rules you impose. If you decide no chatter at any time then stick to that rule – do not allow it sometimes and not others.

drinking water

Pupils are permitted to bring to class a bottle of reasonable size (up to 750cl) containing still unflavoured water. They may drink during lessons provided this is done in an unobtrusive way. Like anything else, boys can do this in an unacceptable way and should be disciplined for doing so.

medical room

If a pupil is injured or unwell in class, and it is clear that he needs treatment or should not stay in class, he is to be sent to his PSA. He must be accompanied by another reliable pupil. He must not be sent directly to the medical room (if a pupil does go directly to the medical room, no one knows he is there and he is not treated). Only the PSAs may direct a boy to the medical room, never a teacher.

exit pass

Some boys may be given an *exit pass* by Heads of Line, senior staff or the SEN Department. These are used rarely in cases where boys are finding it difficult to cope with the everyday pressures of school life and may end up in confrontational situations. If a boy presents an *exit pass*, the teacher is to allow him to leave the room immediately and without any further question.

excluding pupils from the classroom

Pupils are not to be excluded from the classroom (ie. told to stand outside) under any circumstances except where the out-of-class system (qv) is being used.

dealing with outbursts (loss of control)

Occasionally boys may have outbursts with a high degree of loss of control (shouting, swearing, banging furniture, etc.). Teachers will have to judge the situation and rely on experience. However, in general: do not shout or behave aggressively. Try to calm with pupil with quiet words – saying you are listening to him and that the problem can be sorted out. Send two pupils to get assistance – one to the next classroom and one to reception to summon the duty senior teacher. Do not attempt to intervene physically unless there is serious risk of the boy harming himself or others or doing serious damage, and even then only if you feel confident to do so. Always report serious outbursts (to the Head of Line) even if you have managed to deal with the situation yourself. Write up an *incident report* and make sure it gets to the Head Master promptly.

daily report

Pupils are placed on *daily report* when close monitoring of behaviour and/or learning is helpful. Pupils are to hand the daily report booklet to the teacher at the start of the lesson so that the teacher is alerted to keep an eye on that pupil. Teachers are asked to be aware of any specific concerns listed in the report and to comment in a way that will be helpful to the Head of Line by providing accurate and, where necessary, detailed feedback on a boy's behaviour and learning.

personal stereos, cd-players, iPods, mp3-players

Personal stereos are not permitted in school. Teachers are not to allow boys to contravene this rule. Sixth Form pupils may have personal stereos in school but are not to wear them in class or around the buildings. If there are reasons a teacher wants pupils to bring in such equipment this must be cleared with the Deputy Head first.

mobile phones

Boys are not permitted to bring mobile phones to school. Any that ring in class or are evident are to be confiscated and handed to the Head of Line.

Sixth Form pupils may bring mobile phones into school but these may only be used in the Sixth Form common rooms. If a phone belonging to a Sixth Form pupil rings in a lesson it is best to

deal with this with a warning. Repeated offences should lead to the confiscation of the phone (which is to be handed to the Head of Sixth Form).

toilet requests

In general boys should not need to go to the toilet during lessons. Having pupils wandering about the building can lead to difficulties - sometimes serious ones (theft, truancy, drug-taking, smoking, bulimic/anorexic episodes, toilets being used rather than going to the medical room, bullying or escape from bullying). Permission should generally be refused unless it is evident the boy is distressed or in great need. Teachers should take care that patterns do not develop.

unacceptable remarks

The making of racist, sexist (including homophobic comments about sexual orientation), intimidating or distressing personal remarks is unacceptable in a Christian school. Any such comments (whether seriously meant or not; and including under-the-breath remarks) must be reported to the Head of Line following the bullying procedures. Teachers are not to deal with such instances by private measures.

graffiti

Teachers are to keep an eye open for graffiti to furniture, rooms or books. For this reason, pupils are to have assigned places in each room. It is good practice to do a quick round of the room before and at the end of the lesson to identify fresh graffiti. Vandalism is to be reported to the Deputy Head.

punctuality for class

Pupils should be expected to arrive in good time for classes. Travelling time has been built into the timetable. When the bell goes, the class is to begin (with pupils standing at their places before being asked to sit).

If a pupil arrives late, make him wait inside the door until you are ready to receive his reason. Only then allow him to go to his place. Do not enquire further or impose a punishment at this point – always do this at the end of the lesson. Pupils who arrive late for class without good reason are to be given a behaviour referral.

equipped for class

Teachers should have an expectation that pupils come to class with the necessary books, pens, pencils and other equipment. Heads of Line should be notified of any pupils who seem to have serious and ongoing problems with personal organisation and preparation.

However, a boy should not be prevented from participating in a lesson because, for example, he does not have an exercise book or pen. Teachers are to keep small supplies of basic equipment so that pupils can always be engaged in the lesson with a minimum of fuss.

PE staff are to note in the attendance register when lack of PE or Games kit prevents a boy from participating and follow PE Departmental Guidance.

arrangement of desks

Tables in classrooms should be facing the board and the focus of teaching – in most classrooms this will mean an open horseshoe. Tables are not to be arranged in primary school style groups. Desks are to be kept away from the walls. Teachers are responsible for ensuring this is so at the start of each lesson.

seating in Sixth Form classes

While it is appropriate for Sixth Form pupils to be allowed to sit where they choose (in Y7-11 classes all boys are to have assigned places), it is important that in smaller sets pupils are not allowed to disperse themselves to the edges and corners of the room – this is not conducive to a purposeful atmosphere in the classroom.

leaving class for a fixture, rehearsal or activity

Rehearsals, meetings, sports fixtures and other activities which draw pupils out of class are to be timed so that minimum disruption is caused to lessons. In most cases, pupils should only be withdrawn from classes at lesson changeover times. If a teacher wishes to withdraw pupils during a lesson s/he is to provide the pupils with permission slips. Notice of withdrawals and lists of pupils' names must be posted on the electronic staff noticeboard. Teachers are not to discover from the boys that pupils are missing or have to leave.

Confiscation

Teachers should confiscate forbidden items. These are to be put in a sealed envelope on which is written the pupil's name and form, what the envelope contains, the date it was confiscated and by whom. The envelope is to be given to the Head of Line (or PSA).

If a pupil refuses to hand over an item, the teacher should repeat the instruction, explain that the item is forbidden and point out that refusing to hand the item over will lead to serious consequences (a pupil will usually be excluded). The teacher should report the matter promptly (and certainly the same day) to the Head of Line.

Confiscated items are to be kept securely in the Line Office. Normally they should be returned to pupils by the Head of Line the same day. A suitable punishment should be imposed as appropriate. Illegal or dangerous items should not be returned; in any such cases the Deputy Head is to be informed by the Head of Line. Parents are to be asked to collect items which are dangerous but not illegal. Illegal items are to be given to the School Police Officer.

Sixth Form pupils are permitted to have mobile 'phones in school but they must be switched off during lessons and may not be used in the buildings except the Sixth Form common rooms. Teachers should advise Sixth Form pupils that they should not be using a 'phone and expect them to put it away immediately and without argument. Mobile 'phones are to be taken from Sixth Form pupils if they constitute a nuisance in class or elsewhere in school buildings as a last resort.

Teachers have the statutory power to confiscate mobile 'phones in school.

Defiance

It is not acceptable for a pupil to defy a reasonable instruction given by a member of staff. Defiance usually occurs in highly charged situations where the pupil has lost control (often an overwhelming sense that the treatment is unfair which may be to do with other things that have happened that day). The teacher should exercise professional skills and judgement in deciding how to find a way around the stand-off. This might include:

- explaining your reasons for giving an instruction
- being clear that you are not prepared to be disobeyed on this issue and explaining that the consequences will be serious (but do not be specific about what those consequences are)
- removing the pupil from the situation in order to cool off (and explaining that is what you are doing)
- leaving the pupil *in situ* but telling him you are going to give him five minutes to think about things and then switching your focus elsewhere before returning to the instruction you have given

Under no circumstances get into an argument with the pupil. Always be clear that the boy is to do what you tell him now and that you can discuss the details later (once he has complied with the immediate instruction).

Do not shout the instruction because he has not complied the first time. Use a firm but controlled tone of voice.

Ultimately, if a pupil simply defies you, you must report the matter without delay to the Head of Line who will take appropriate disciplinary action.

Difficulties

dealing with challenging behaviour

The following guidance is offered to teachers who experience disciplinary difficulties with pupils:

1. At Wimbledon College there are pupils who exhibit challenging behaviour. Know who they are and make it your business to know something of their backgrounds and the possible reasons they behave as they do (the Heads of Line and SENCo can help you with this; the database also includes useful background information and strategies for dealing with particular pupils with special needs). Establishing a personal link with a problem pupil can be much more effective than keeping your distance and relying solely on disciplinary solutions.

2. Make sure you know and implement the whole-school positive behaviour strategy. There is wise guidance there that will help you. It will be what other teachers use. If you are seen to have the same expectations and use the same strategies, the pupils will respect you. Resorting to your own private measures is a way of undermining yourself and your colleagues.
3. Make sure you have a repertoire of coping strategies for when problems arise. Know the course of action you will take and stick to it. Sometimes this will mean modifying what your plan for the lesson and switching to an activity that is easier to manage.
4. Avoid over-reaction, hasty judgements or threats that cannot be carried out. You do not have to impose sanctions immediately – be clear about why the pupil's behaviour is unacceptable, tell them what they must do to comply with your expectations, and, if necessary, return to discuss the problem with the pupil later.
5. Take steps to defer final resolution of the matter until you feel more in control. In practice this may mean instructing a pupil to remain behind after class or reporting to you later in the day, possibly involving another more experienced colleague.
6. Seek the support of *one* appropriate colleague. This will usually be your Head of Department or the boy's Head of Line, but depending on circumstances might be a more experienced colleague, the Deputy Head or Head Master.
7. *Neither* battle on regardless *nor* allow the problem to remain unresolved. Never continue trying to teach a class above noise and disruption. If necessary send for the senior duty teacher to help resolve the matter.
8. Use the established disciplinary procedures of the school and do not resort to private measures. If a pupil is disruptive in class – use the out-of-class procedure. It is there to support you.
9. Do not be afraid that imposing disciplinary sanctions will reflect poorly on your competence as a teacher. If senior staff think you are over-relying on punishments, they will tell you so and seek ways to support you and address any problems.

Exclusion

Wimbledon College includes exclusion (both fixed-term and permanent) among its disciplinary sanctions.

Fixed-term exclusion will be used where a pupil:

- is defiant and refuses to obey reasonable instructions or other sanctions
- is violent, threatening or abusive towards a member of staff or other pupil

- possesses a weapon or illegal drugs in school or travelling to or from school
- repeatedly disrupts lessons
- engages in repeated or persistent unacceptable behaviour
- engages in bullying
- makes inappropriate sexual remarks or gestures, or sexually assaults a female member of staff or visitor, or female pupil from another school

Permanent exclusion will be used for serious offences or as a result of repeated misbehaviour which is not being addressed by other measures.

Wimbledon College follows the statutory guidance (*Improving Behaviour and Attendance*, DCSF September 2007) for exclusion.

Wimbledon College has a mutual agreement with the London Oratory School for the education of pupils from the sixth day of exclusion.

Wimbledon College belongs to the Local Authority partnership agreement for hard-to-place pupils.

The Inclusion Centre is used to support boys who are at risk of exclusion or who are returning from exclusion. (see **inclusion centre** in the white pages of the *Staff Handbook*).

Fire alarm misuse

All staff should keep eyes and ears open for discussion among pupils about the deliberate or accidental setting off of a fire alarm. Please report anything back to the appropriate Deputy Head as quickly as possible. Malicious fire alarms are a criminal offence and can endanger others as well as disrupt the school. They will be treated very seriously. The fire brigade is always called and attends a school fire alarm.

Boys who maliciously set off the fire alarm will usually be excluded from school and reported to the police.

Forbidden items

Pupils are forbidden to bring the following items to school:

- mobile 'phones (Sixth Form pupils may have mobile 'phones but are restricted in their use)
- digital cameras
- personal stereos, CD/minidisc players, iPods, MP3 players, headphones and the like
- large sums of money and items of significant value
- laser pens
- guns (including air and pellet guns, any kind of toy or imitation gun or firearm, and water pistols)
- knives (including pen-knives and any kind of toy or imitation knife or any sharp instrument)
- fireworks, caps and matches
- tobacco and smoking materials
- drugs and drug paraphernalia
- alcoholic drinks
- chewing gum
- glass bottles

In the playground, boys may play with tennis balls and half-size basketballs. Footballs and full-size basketballs are not permitted.

If there is a good reason, on a particular occasion, for bringing a forbidden item to school, the boy will have a permission slip from his Head of Line.

Teachers must be careful not unwittingly to encourage pupils to bring forbidden items to school (for example, toy guns for drama). Pupils may not be allowed to bring personal stereos for art classes.

see also **confiscation**

Inclusion centre

see white pages of *Staff Handbook*

IT

see white pages of *Staff Handbook* for IT use code for pupils

Knives

see weapons

Out-of-class duty

This guidance is for senior staff on roving duty to support the out-of-class system.

1. Please give your duty patrol in support of classroom teachers a high priority. It is important to be on time for the hand-over. If you are going to be absent please arrange a substitute.
2. Just before the start of the period report to reception and collect the o/c forms and radio.
3. Pupils who are out of class from previous lessons should report to Siberia. Check that the teacher supervising Siberia is there (if not locate him and make arrangements to settle o/c pupils – call on help from the Deputy Heads as necessary). Check that all who are due to be in Siberia are in fact there. Any who are missing need to be found and returned to Siberia and punished if they have deliberately evaded the system. Please refer any absentees to their Head of Line.
4. Go on patrol around the classrooms, making it obvious that you are out and about – stop and speak to any boys who are wandering about or late for class. Go into classes which seem unsettled and stand at the back for a while until the teacher re-asserts control. Come to know which classes present problems during your period on duty and deliberately visit those rooms and ask how things are going.
5. Please include the medical room on your patrol, checking yellow forms and returning any not-very-ill boys to class (remembering to inform the PSA that you are doing so) and generally checking up on what is happening to those who remain.
6. When called, go into the classroom and speak to the teacher first. It is important to:
 - (a) find out the exact offences for which early warning, caution and sending out were given
 - (b) establish that procedure was followed (especially the pupil being told what he was doing wrong and what he needed to do right)
 - (c) ensure the class is settled and the teacher is in control before you leave
7. The teacher should be asked to complete the blue out-of-class form. While s/he is doing this speak to the class and, if appropriate, refer to any names on the board for cautions (perhaps by getting them to stand and explain their behaviour).

8. Then get the boy to go with you back into the room to collect his belongings (do so with intended dramatic effect).
9. Tell the pupil:
 - a letter will go home to his parents informing them he has been removed from class for disruption
 - he is to report to Siberia the next time he has the same teacher (make sure you establish with him when this is)
 - he automatically has a Saturday detention
 - if he has any concerns about being taken out-of-class or wishes to appeal he must do so within 24-hours to his Head of Line
10. Take the boy to Siberia and hand him over to the supervising teacher. Please do not send boys up to Siberia unaccompanied.
11. Take the blue out-of-class form to the boy's PSA. The PSA will then enter the details onto the database and send a letter to parents.
12. Please report promptly any difficulties with individual boys to their Head of Line. Being sent out of class is a serious step and boys need to know that failure to co-operate or further misbehaviour will have serious consequences. This includes their attitude.

Out-of-class

procedure for dealing with disruptive behaviour

Low-level disruption of lessons is insidious, undermining both pupils and teachers by preventing effective teaching and learning. Over time it has serious consequences.

After consultation with pupils, parents and staff, Wimbledon College has developed a procedure for dealing with disruptive behaviour in class (known as the "out-of-class" system).

All teachers and Teaching Support Assistants (TSAs) are to implement this procedure and do not have the discretion to use alternative remedies.

disruptive behaviour

The following list includes some of the more common forms of unacceptable behaviour which can be disruptive:

- chattering when asked to be silent
- pen tapping
- not taking off coats, hats, gloves, or putting bags on floor
- persistently arriving late for class without good reason
- not having books, pens and *homework diary* out and ready for start of the lesson
- not standing in place in silence for the teacher to begin the lesson
- not sitting in assigned place or refusing to moving when instructed to do so
- making (non-verbal) noises
- failure to co-operate with instructions
- sprawling or “sleeping” on the desk
- being off-task in work
- calling out
- aggravating other pupils (by cussing, staring, interfering with books, pens, etc.)
- back chat
- rocking on chairs
- rowdy behaviour
- in PE – misbehaviour in changing rooms, refusal to make a reasonable level of effort or engagement with the activity

Isolated instances of these sorts of behaviours can be dealt with by the usual positive behaviour approach. It is important that the out-of-class procedure is used only for disruptive behaviour. This means:

- the poor behaviour is persistent
- the pupil does not respond to the ordinary interventions of the teacher
- the behaviour is disrupting teaching or learning (affecting other pupils or preventing the teacher from teaching or conducting the class in an acceptable way)

The out-of-class procedure is not to be used as a threat to deal with behaviour: either the first signs of poor behaviour are checked by usual teacher intervention or the out-of-class procedure is invoked and an early warning is given.

It is not appropriate to use the out-of-class procedure for serious misbehaviour (such as a fight, or a boy swearing at a teacher, or blanket refusal to do as told). The teacher should invoke the orange card procedure and summon the duty teacher who will immediately remove the offender. The Head of Line will follow up.

out-of-class procedure

The out of class procedure has three distinct steps:

step 1 - early warning

If behaviour warrants the use of the out-of-class procedure, the teacher intervenes with an **early warning** which should usually be low-key and quiet addressing the pupil directly and individually.

The early warning is to be positive and clearly set out:

- the teacher points out what the pupil should be doing (to be on-task)
- the teacher points out what the pupil is in fact doing (be precise about what behaviour is unacceptable)
- the teacher explains how this undermines the task
- the teacher states clearly what is now required (to get on-task)

The teacher must always use the words “early warning” so that the pupil knows that the first step of the out-of-class procedure is being invoked.

Early warning must be complemented by frequent praise and encouragement for those already on-task.

Boys’ names are not to be written on the board for early warning – writing up names is to be reserved for the next step in the system.

step 2 - caution

A pupil who has received an early warning and continues to be off-task or misbehave in a way that disrupts the class is then to receive a **caution**. Again, it is important this precise word is used so the boy knows he has reached the second step of the out-of-class procedure.

The teacher is again to explain what the pupil should be doing, what he is in fact doing, and what he needs to do to comply with the teacher’s expectations.

The boy’s name is to be written on the board.

This is the step before the pupil is removed from the classroom.

Boys on caution are always to be spoken to at the end of the lesson when others have been dismissed or at a teacher meeting (TM) soon after.

step 3 - sending out-of-class

A pupil who is on caution and continues to be disruptive is **sent out-of-class**.

The boy is to be sent straight out – no discussion – just a calm instruction to leave.

The boy is not to take coat or belongings – these are to be collected when the duty teacher comes to the classroom. In PE, the boy is not to change or go to the changing rooms – he is to wait until the duty teacher arrives.

The teacher is to tell the pupil exactly where to wait in the corridor (eg. away from classroom windows so he will not cause further nuisance). Please be very specific.

The teacher then summons the duty teacher by sending a reliable pupil to reception. This pupil must have the room number and the teacher’s name – it is best to write this down.

The duty teacher (a senior member of staff) will come to the classroom, speak briefly to the teacher, provide reinforcement for any wider problems in the class, and take away the offender (with coat and bags).

The class teacher will be asked to complete a simple form listing the offender's behaviour. The duty teacher will want to know the precise offences for which the boy received an *early warning* and *caution* as well as the offence for which he was sent *out of class*.

The duty teacher will take the boy to Siberia (the out-of-class isolation room) where he is supervised for the remainder of the lesson.

The pupil will also be out-of-class (supervised in Siberia) for the next lesson with that teacher. The teacher needs to be alert and send the pupil to Siberia if he forgets or tries to return to the next lesson.

The duty teacher returns the out-of-class form to the boy's PSA. A letter is sent home to the parents detailing the disruptive behaviour and sanctions.

The consequence of being sent out-of-class is a Saturday detention. On the third occasion, there will be a review conducted by the Head of Line and appropriate Deputy Head which may result in a pupil being excluded or withdrawn from a class for a period of time and set work in internal isolation in the inclusion centre.

Police

Since January 2007, the school has had its own full-time police officer as part of the *Safer Schools* initiative of the Metropolitan Police and the London Boroughs.

The role of the school police officer is governed by a protocol agreed between Wimbledon College and the Metropolitan Police.

Our school police officer is PC Michelle Hannan. She has an office next to the Medical Room on the ground floor. Her usual hours are 7.00am to 5.00pm on school days.

The brief of the school police officer includes the following:

policing and disciplinary support

- security emergencies (dealing with intruders)
- pupils who are wandering during lessons or out of bounds
- out-of-control pupils, parents or visitors
- policing of bus stops, railway stations, local roads and premises
- parking issues (for school events and end of day)
- dealing with knife and drug incidents and the like

- dealing with requests from other police officers to interview or arrest pupils
- dealing with pupils who have committed arrestable offences

education

- contributing to classes (please do invite to your class, especially if a police officer could offer a view or information useful to the lesson)
- contributing to assemblies (eg. personal safety advice, rights and responsibilities, being made aware of the law on knives, drugs, smoking, etc.)
- contributing to Focus Days (the PSHE and Citizenship programme)
- participating in extra-curricular activities and school trips (as an extra pair of hands and out of uniform)

pastoral support

- being a visible presence around the school and a listening ear for pupils
- investigating incidents in and out of school
- providing support in bullying incidents
- mediating disputes between pupils
- first aid support

Teachers and support staff should refer pastoral and disciplinary situations to the appropriate Head of Line or Deputy Head in the usual way using established procedures. If the School Police Officer can usefully be involved, it is the HoL or DH who makes that decision. Staff should not make a decision that something is a police matter and bypass usual school lines of responsibility. This can cause difficulties for both the school and the police.

In an emergency, or very serious situation, or where help is needed immediately, it is of course perfectly acceptable for a member of staff to involve the School Police Officer directly.

All police officers are trained first aiders and the school police officer should be called to assist with accidents.

If you are approached by the School Police Officer for assistance, you should assume that she has been tasked to do so by the appropriate HoL or DH and offer your assistance. You do not need to check first.

The line manager for the School Police Officer is the Deputy Head (Lower Line). If you have any concerns about the way in which a matter is handled, you should refer to him.

Prefects

Sixth Form pupils are appointed prefects and are given limited authority to demand good behaviour and compliance with school rules from younger pupils. Prefects have authority in school, at school events, in public places and on public transport when pupils are travelling to

and from school. Boys are expected to obey their reasonable instructions. Prefects may give Lower Line boys punishment chores such as litter duty or make a disciplinary referral to the Head of Line. Close supervision is kept of how prefects exercise their authority.

Punishment

Boys are given constant encouragement and reminders to live up to the challenges of the behaviour code.

The attitude and behaviour of pupils at the Wimbledon College is generally excellent, and sanctions are not frequently needed. Many pupils develop a strong sense of self-discipline and maturity and go through their school careers without ever receiving a punishment.

The first resort in dealing with misbehaviour in a Jesuit school should not be punishment. Staff should seek to engage with pupils and deal with misbehaviour by challenging it and directing a better course. The school's approach to dealing with behaviour issues is by using the positive behaviour method described elsewhere.

However, there may be occasions when punishment is appropriate.

Punishment will be used:

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

Behaviour is monitored by the Head of Line. The Head of Line is informed by other staff of any problems and will decide on an appropriate course of action.

punishment

A range of punishments and other interventions is used to provide a flexible response to misbehaviour appropriate to circumstances:

teacher meeting (TM)

If a teacher needs to speak to a pupil for any reason, he can be required to report for a TM. This may be to discuss his work, his attitude or his behaviour. The pupil can be required to attend a TM before school (at 8.15am), at morning break or lunchtime, or after school (at 3.15pm). TMs are important. If a boy does not show up for a TM he can expect there to be disciplinary consequences.

behaviour referral

If a teacher is not happy with a boy's behaviour they will refer him to the Head of Line. The Head of Line checks all referrals each day. If a pupil is referred, there will be disciplinary consequences.

daily report

If a boy is not working well in class, he may be put on Daily Report. He must give his report booklet to each teacher at the beginning of the lesson and take it to the Head of Line or PSA at the end of the day. He must get his parents to sign the Daily Report each day.

out-of-class system

qv

orange card

Pupils who are involved in serious unacceptable behaviour may be removed from class or from the playground immediately and without warning. This is known as the *orange card* routine. The teacher completes the orange card and passes this to the appropriate Deputy Head. A boy on the orange card routine is to be sent or escorted to the Deputy Head immediately.

detention

For misbehaviour or failure to follow school rules and routines a boy may be given a **detention**. Detentions may be for ½-hour or 1-hour after school on a Friday. For more serious matters or repeated misbehaviour, pupils may be given a **Saturday detention** (9.00-10.30am) or required to be in school on **staff days** or **half-holidays**. Detentions will usually be given by Heads of Line or other senior staff as a consequence of behaviour referrals from teachers. However, teachers may themselves give a detention if this is an appropriate response and they feel a referral will not be taken seriously by the pupil concerned.

saturday sign-in

If a boy is late for school twice in a 10-day period, he may be required to sign-in at 8.30am on a Saturday morning.

inclusion centre

Boys who, for whatever reason, are failing to cope well with lessons or other aspects of school life may be referred to the inclusion centre for a period of time. Work in the centre is designed to support them in returning to mainstream lessons and school life.

exclusion

For serious misbehaviour, or repeated offences, a pupil may be **excluded** from school for a number of days (usually 2, 3 or 5 days) or permanently.

All punishments are recorded on the pupil's disciplinary record. Parents may ask to see their son's disciplinary record at any time.

Restraint

There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. When a member of staff has restrained a pupil, s/he must make a written incident report to the Head Master the same day.

All teachers have the statutory power to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- committing an offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself)
- prejudicing the maintenance of good order and discipline at the school

The Head Master may delegate the power to other staff and does so to permanently employed support staff.

Before using physical restraint, staff should consider other non-physical options. Physical restraint should be used as a last resort to protect others, to protect the pupil from his own actions, or to prevent serious damage to property. Restraint should be used only when the likely consequences of not using force outweigh the likely consequences of not intervening physically.

Before deciding to use physical restraint, staff should consider whether it is safe personally for them to do so and only intervene if they feel confident to do so. Staff should attempt to obtain the assistance of colleagues.

Routines

From time to time, the Head Master will prescribe rules and routines which make explicit the goals of the behaviour policy as they apply to specific aspects of school life. Such detailed rules are necessary for the efficient and harmonious running of a complex institution. The College looks for the support of parents in its expectation that pupils follow school rules and routines.

classroom routine

In particular, teacher should enforce the classroom routine. This is published to pupils in their *homework diaries*:

The classroom is a place to learn. Your behaviour should allow you and other pupils to learn, and the teacher to teach, without distraction or interruption.

1. **Remove outdoor clothes** as soon as you enter the room.
2. Go to your **assigned place** and **stand behind your chair** in silence.
3. Get books and other **equipment out** and put your bag on the floor out of the way.
4. **Open your Homework Diary** on the desk.
5. **Check your uniform** while you are waiting for the lesson to start.
6. **Sit down** only when the teacher tells you to do so.
7. If you are **late** for a lesson, knock and wait until the teacher invites you in. Explain why you are late. Usually you should have a green permission slip if you have been delayed by another teacher.
8. Write down the **lesson objectives**.
9. Be ready to **hand-in homework** and to **write down your next homework** in your Homework Diary.
10. **Listen** to and do your best to **follow your teacher's instructions**.
11. **Ask** if you don't understand or are not sure about something.
12. If you have a question or an answer, **put up your hand** and wait to be called.
13. **Participate with a positive attitude**.
14. **Respect** the contributions, work, effort and points of view of others.
15. **Stand up** if a teacher or other adult visitor enters the room.
16. **You must not eat, drink or chew** in the classroom. You may have plain, still water in a reasonably sized bottle.
17. Do not **pack up** or leave at the end of the lesson until the teacher tells you to do so.

Further guidance for teachers is given in **classroom management**.

Search

The school has the statutory power to conduct general non-contact searches of pupils and may refuse a pupil entry to the school site if he refuses to co-operate.

The Head Master has the statutory power to authorize the search of a pupil suspected of carrying an offensive weapon which may include patting down and removal of outer clothing.

The school will follow the provisions of the DCSF guidance Screening and Searching of Pupils for Weapons (2007) in conducting searches.

There may be other occasions when pupils' clothing or bags are searched for stolen items or other things they should not have in school. Such searches must have the consent of the pupil. Pupils who refuse to be searched may be referred to the school police officer or have other disciplinary action taken against them. Searches will only be conducted for serious reasons.

Siberia

notes to assist those supervising

Siberia is the designated isolation room where pupils who have been removed from class are supervised. Some will have been subject to the out-of-class system (qv) while others may be placed there by Heads of Line or senior staff for other reasons.

As Siberia will often contain our most challenging pupils, it is essential that teachers assigned to supervise follow closely these arrangements:

1. Please arrive promptly and always before the bell. Siberia supervision is to have a high priority. Pupils are not to enter the room until you have checked it.
2. The room is managed by the inclusion centre manager.
3. Please check the tables and chairs for graffiti and damage (to be reported to the inclusion centre manager). Tables are to be away from walls and in straight rows with you sitting at the back.
4. When you are ready please have pupils enter one by one and tell them exactly which desk they are to sit at. It is important to exercise control from the start. Pupils are to be separated as much as possible.
5. Pupils are expected to arrive on time. Please reprimand any who are late without good reason and make a note in the Siberia logbook.
6. The Siberia logbook should contain the list of pupils for the day. Please register each pupil present and add any others as they arrive.
7. The duty teacher doing out-of-class patrol should visit Siberia and be given the names of any who are absent so that absentees can be followed up immediately.
8. Pupils are not to do their own work unless placed there by a Head of Line for that purpose. The work that pupils are to do is in the cupboard. As far as possible please choose copying out or exercises which are appropriate to the age of each pupil.
9. If pupils doodle rather than do the assigned work please retain the paper at the end of the period and give to the Head of Line who will follow this up.
10. Pupils should be in silence throughout. Any pupil who fails to do as they are told is to be sent immediately to the appropriate Deputy Head. They are likely to be excluded. Do not tolerate any misbehaviour. Siberia is a serious disciplinary measure, misbehaviour or lack of co-operation is therefore completely unacceptable.
11. At the end of the lesson, please collect in materials and return them to the cupboard.

12. Recheck desks and chairs before pupils are dismissed. Take action on any damage (by taking the boy there and then to the Deputy Head). Dismiss each boy as his desk is checked.

Sixth Form discipline

In the Sixth Form we are trying to achieve a balance between treating pupils as young adults and maintaining an appropriately disciplined and purposeful environment for learning.

Staff should accord Sixth Form pupils a greater degree of autonomy and self-discipline than younger boys. However, they should also be clear that when this latitude is abused and poor behaviour brings the good order or name of the College into disrepute, or when a bad example is being shown to younger pupils, or when learning is being disrupted, Sixth Formers may be subject to the same disciplinary sanctions as other pupils.

Boys who are College prefects are particularly expected to set a high standard and will be removed from office if they do not.

Teachers should involve the Sixth Form team at an early stage of encountering problems with any Sixth Form boy.

Smoking

Smoking is forbidden by law in any part of the school.

Boys are not to smoke at any time when they are in school uniform or on a school trip, fixture or event. Those doing so are likely to be excluded.

Uniform

Uniform lists and rules on uniform and appearance are detailed in the white pages of the *Staff Handbook*. This information is made available to pupils and parents in the *Homework Diary*.

Depending on circumstances (previous track record, the age and maturity of the boy), pupils who arrive in school wearing incorrect uniform are either to be warned and disciplined, or sent home immediately to change into correct uniform and return to school.

Pupils who get haircuts which are contrary to school rules will be required to have the hair re-styled within a specified period of time (usually three days) or be placed in internal isolation (in the inclusion centre) if this is not possible or they fail to comply.

Verbal abuse

Verbal abuse against staff is unacceptable and should not be tolerated or ignored. This includes *sotto voce* remarks and comments made to other boys which the teacher is supposed to overhear. Swearing and name-calling is not acceptable. Staff are to report incidents to the Head of Line.

Weapons

There can be no justification for bringing to school knives, guns or any other item adapted or intended as a weapon.

Pupils who do so, whether or not they use or threaten to use the weapon, will be excluded from school. Exclusion will be permanent unless there are strong reasons for taking a lesser course of action. The police will usually be notified.

see also **search**

Wimbledon College
September 2008

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