

POLICY ON PROMOTING POSITIVE BEHAVIOUR

1.0 Rationale

This document describes the range of rewards to encourage good working habits and sanctions available when students fail to meet the standards established by the School for engagement with academic work aimed at creating a working ethos that supports academic excellence. The Policy does not create new systems but articulates and codifies current practice. As such, it will be a useful reference for established colleagues and guidance for those beginning to teach at the School.

Where students exhibit a good work ethic, either by producing a strong piece of work or through sustained endeavour, there are essentially two categories of reward: Commendations in Year 7 to 9; merits in year 10 and 11; rewards in year 12 and 13 and, in all Year groups, letters home and/or the award of distinctions from HoD, HoY, HoS or a senior colleague commending work.

Where students fail to reach or maintain the required standard, colleagues should use the appropriate sanction following the protocols outlined in this Policy. The School prohibits the use of corporal punishment. It is clear from the Policy which sanctions are available in different situations: it is also clear where some sanctions must involve a Form Tutor, HoY or HoD; how other colleagues should be informed about the imposition of a sanction and when and how parents must be informed. The guiding principles are clear: colleagues should always try to deal with the matter themselves and the sanction should be reasonable, appropriate to the type of misbehaviour and carried out as soon as possible after the incident.

There are three categories of sanction: academic sanctions related to class and homework (these will reflect indifference – they must include the ‘able but not willing’ rather than ‘hard working but less strategic learners’); sanctions related to general misbehaviour (often around School rather than in the classroom); and those sanctions associated with more serious issues.

To reflect the differences in age, the Sixth Form have some sanctions which follow a different framework appropriate to a more adult atmosphere as the students are prepared for university life and much more independent study.

In seeking to articulate when a subject teacher and the academic structures of School lead and when a Tutor and the pastoral structures lead, it is acknowledged that most colleagues have both roles and the divide is by its nature both difficult and unhelpful. The intention is rather to emphasise that several stages of academic indiscipline are the remit of the classroom and department, informing the Tutor, before more serious issues fall to the tutor, HoY and HoS. An ideal is the system working without artificial division and being at all times focused on the boy, his needs and ensuring he is working well enough to fulfil his potential.

Since we wish to engage with home at most stages, it is crucial that internal communications avoid duplication, inappropriate or untimely communication with parents whilst also creating an atmosphere of frequent, relatively informal engagement with home.

2.0 Academic Rewards

Commendations

These are used in Year 7 to 9 to reward good work ethic and/or exceptional pieces of work. Certificates are awarded for 10, 25, 50, 75 and 100 commendations, with gift vouchers accompanying the awards from 25 upwards.

In Years 10-11 students are awarded merits for good work ethic and work.

In Year 12 and 13 students are awarded rewards for both academic work and service to the school community

As a general rule, colleagues should be mindful that at least half the boys should achieve 25 commendations in a year. In a class of average size, this means identifying at least two commendations per class per week. Of course, many more can be given and the focus should be on encouragement not rarity. This represents a re-definition of how many should be awarded – there need to be more.

Commendations, merits and rewards will be entered on iSAMS by those awarding and noted to the boys.

Distinctions

Distinctions are awarded by members of the Leadership team to boys across the school from year 7 to 13 for their exceptional academic work, engagement with activities and service to the school that they have become aware of. A distinction is nominally worth 10 merits or commendations

Letters home

HoDs can write letters home on the advice of subject teachers at any time, following discussion with the HoYs to ensure there are not complicating issues.

The HoY, HoS and senior colleagues will agree encouraging letters home after each half-term grade check and each Headmaster's Review. Care will be taken to avoid undue duplication or repetition, often by varying who signs the letter.

These letters will be recorded on iSAMS.

3.0 Academic Indiscipline/Sanctions

As we all know, for the vast majority of boys, a pleasant, motivational working environment will lead them to produce work of good standard and be engaged. For some, from time to time, a little sharper focus on work ethic is needed.

These sanctions are to be used in the context of unsatisfactory work or performance in class. At all stages, there will be a focus on why a boy is not working well to provide targeted intervention that offers support and sanctions where appropriate.

The Sanctions Policy does **not** support the use of a whole class detention and **this should not be** used as a sanction. It is also not normally acceptable to put a student out of class onto the corridor unless for a short period.

The first three stages of academic indiscipline are focused on classroom and department life. The Tutor and HoY are informed, but the class teacher and HoD lead.

Stage One: Concerns about academic indifference, punctuality, disruptions to teaching and learning, homework and organisation in class (Class teacher leads, informs Form Tutor)

A warning is issued, addressing the issue directly with the boy and reminding him of expectations and stating the consequence of any further breach of the rule (which will be one of the next stage of sanctions).

At this stage, if a student is a less strategic learner rather than an indifferent one, the subject teacher will review conceptual difficulties in class and provide support.

For effective tracking and monitoring of underachievement and poor attitude to learning, staff are requested to log their concerns and the resulting consequence under 'Misconduct' on ISAMS.

Stage Two: failure to respond to Stage 1 (Class teacher leads, informs Form Tutor)

These sanctions are used as a consequence of failure to respond to a warning or intervention. They will be used by the class teacher acting alone, although the Tutor is informed and a HoD may be consulted. For example:

- 1) Setting additional work – such work must be relevant and completed to a well-defined timescale. 'Lines' are not relevant.
- 2) Short lunchtime or break 'detentions' – being mindful of activities and other obligations the boy already has to other colleagues. Re-taking a test may form part of this stage.

For effective tracking and monitoring of underachievement and poor attitude to learning, staff are requested to log their concerns and the resulting consequence under 'Misconduct' on iSAMS.

At this stage, if academic inability is the issue rather than indifference, the subject teacher will record this under 'Academic Concerns' on the Misconduct tab on iSAMS. The subject teacher will make some form of structured plan, possibly referral to a departmental clinic, which will be noted on iSAMS under 'Notes and Comments' under the relevant Pupil Profile.

Stage Three: emerging problem (HoD leads, assisting class teacher; Form Tutor and HoY informed)

Departmental Action – in consultation with the HoD, a student who has consistently failed to respond to earlier sanctions should be subject to some departmental action. This may involve completing work at lunchtime (Staff will be mindful of commitments the boy has to other colleagues and judge this on a case by case basis), completing an action plan, and a letter or telephone call home from the HoD. This should be logged as a consequence on ISAMS under 'Misconduct'. At this stage, before action, the Form Tutor and HoY will be informed.

At this stage, it might be likely that a failure to respond will be across more than one subject and that a holistic solution to the issue is needed.

Stage Four: continuing academic indiscipline

At this stage, the Form Tutor will lead, with advice from the HoY. There are some discrete sub-stages to actions under stage 4

Form Tutor report: Subject teachers must comment on the work in every lesson in reference to the agreed focus of academic indiscipline the students being correctly equipped, promptness and homework. The monitoring card will be checked and sent home regularly for parents to sign.

HoY report card: Much the same process as for the Form Tutor report, but involving weekly conversation with the HoY.

Major Detention - this sanction is for 'serial offenders' where a class teacher continues to be dissatisfied with a student's work after repeated use of departmental action and, in some cases, report card. Such use of a Major must be approved as a suitable sanction by the HoY, **before** dealing with the boy in order for the Pastoral team to co-ordinate intervention and appropriate sanctions.

Stage Five: Serious academic indiscipline

Sometimes, very rarely, a boy simply refuses to engage in work with enough endeavour to take full advantage of the opportunity offered by an education at Bolton School.

Major Detention

For example, homework plagiarism, cheating in tests and iPad misuse in the classroom. Such use a Major does **not require** approval from the HOY as they are isolated incidents rather than the prolonged pattern of behaviour seen with 'continuing academic indiscipline'.

Internal exclusion - if there are continuing concerns over behaviour/attitude in class a student may be withdrawn from class(es) for a short period of time. The HoS will be involved and make this decision.

In the case of severe, continuous and deliberate low level or serious breaches of academic indiscipline it may be appropriate to involve senior colleagues, with possible outcomes including suspension and exclusion.

Sixth Form Academic Indiscipline

Sixth Form students submitting substandard or late work should initially be challenged by the subject teacher. At this point a teacher may submit an 'Academic concern' (traditionally called 'Postcards') through ISAMS. Once reviewed and approved by the Deputy Head of 6th Form this concern will be emailed to parents and the form tutor. Multiple concerns will result in parental contact and eventually internal suspension.

Students who are not using their time effectively may be placed on 'Directed Private Study' in which they must sign in to the Riley centre work room during their private study periods.

4.0 Behavioural indiscipline /Sanctions

Appropriate sanctions will be imposed on any student not adhering to the School Code of Conduct which supports the aims of the School. For a large part of the time, we are a community with a high degree of mutual respect and good behaviour is evident. However, sanctions are necessary for promoting the personal integrity of individuals and to create the working ethos that supports academic excellence.

The sanctions seek to balance the interest of the student involved with those of the rest of the School community. The nature of the sanction will reflect the context and the seriousness of the offence and should be reasonable, proportional, and relevant and follow on as soon as possible after the incident. At all times, colleagues must explain to the student concerned the rationale behind the sanction and the Code of Conduct.

Whole group sanctions are **not** supported by the School.

School life is complex and sanctions can only be expressed in general terms and the list will not be exhaustive. However, the range and nature of the sanctions listed is indicative of what represents a reasonable sanction. The following sanctions are not in any stepped sequence.

The first three sanctions are used by all staff, both teaching and those non-teaching staff who have been trained to interact with students in this context.

Verbal admonishment/a warning - addressing which of the rules has been broken. It should be noted that boys do not always respond, especially over a number of years, to volume; they respond to intent and a sense of purpose to the words used.

Socially useful tasks - a sanction to fit the crime, for example removing chewing gum from desks or carrying out some community service e.g. tidying rooms, helping order the Form room.

Earlies – For repeated lateness, a student may be required to sign into school at 8.15am for a designated period, if they have no good reason for their timekeeping issues. Students will report to a named staff member.

Mobile Phones – Students should not use their mobile phones during the school day 8.45am – 4pm. Staff should issue a verbal warning in the first instance if they judge it to be a minor offence e.g. the phone is visible but not being actively used. When the phone is being actively used, a member of staff should request that a student hands over their phone. This should then be taken to the School Office where it can be collected from at the end of the school day. The offence should be recorded on ISAMS. If a number of offences accrue, the HOS will notify parents and impose a sanction for a fixed period where students sign in their mobiles with the School Office before registration and sign it out again at the close of the school day. Repeat offenders will receive a Saturday detention. Mobiles phones will not be confiscated overnight or over a weekend.

Major Detention – is used for repeated poor behaviour around School. This would generally include contravention of the Code of Conduct and misbehaviour taking place out of lesson time. School detention is available for colleagues as a sanction to punish conduct offences in their classes, in addition to instances where these are not related to academic expectations. However, it is expected that staff will continue to deal with such matters personally and quickly. Repeated Major Detentions (more than 4) will lead to further escalation of interventions.

Two other sanctions will be used by the Head of Year.

Social exclusion e.g. for *anti-social/inappropriate behaviour amongst students* -where a student is not allowed to socialise at lunch/over break but must report to the Tutor or HoY. The HoY will decide who is appropriate to supervise this sanction. A discussion regarding behaviour must take place during the sanction.

Payment for damage e.g. *graffiti, deliberate damage to property/possessions/books* - parents will be charged as appropriate via the Finance Office and a letter sent home.

From a growing concern, through to a serious incident, the Form Tutor must be notified via ISAMS notes. It is anticipated that the conversation will then follow on from the ISAMS notes record.

5.0 Sporting Sanctions

In the context of School sport, we uphold high standards of sportsmanship and hold in high regard the reputation of the school displayed through our conduct. Boys whose behaviour is noted by the referee or a colleague as being below the required standard will be sanctioned according to the rules of the sport. This includes:

- Fixed match ban
- Letters of apology
- Ban across multiple sports
- Meeting with Headmaster

Where a particularly serious incident occurs, the Deputy Head Pastoral is likely to become involved and appropriate whole school sanctions may be employed

6.0 Serious Disciplinary Matters

An escalation of a long term issue of academic indiscipline, repeated Major Detentions or serious isolated incidents will always be dealt with by the HoS, in conjunction with the Deputy Head Pastoral. Saturday morning detentions, internal suspension and full suspension are occasionally used as a sanction for serious disciplinary matters. In the event of a criminal offence being alleged, the school will wait until a full investigation has been completed before issuing sanctions.

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