

KELSO HIGH SCHOOL

DISCIPLINE POLICY

1. Aim

To provide a clear and simple structure, well understood by staff, pupils and parents, for the management of good order and discipline in the school.

2. Rationale

Kelso High School seeks to ensure that all pupils fulfil their personal social and academic potential. We encourage and value good behaviour so that all pupils can feel safe and do their best. We recognise that good behaviour leads to good learning and helps to maximise the attainment of all pupils.

3. Audience

This policy will be issued to all members of staff and will be available to parents. Extracts and summaries will be issued to pupils.

4. Principles

- The school Discipline Policy will be compatible with national and SBC policy statements.
- Maintaining and enhancing school discipline depends as much on promoting and praising good behaviour as punishing bad behaviour.
- Discipline in the school will be based on a system of rights and responsibilities.
- The discipline system in the school should be seen by pupils, parents and staff to be fair, reasonable and consistent.
- Pupils should be aware of the standards expected of them throughout the school and in each Teacher's classroom.
- It is the responsibility of all staff to maintain good order and discipline in the school.

5. Practice

a) *Positive Discipline*

- Creating a positive climate where good behaviour is rewarded is as important as punishing bad behaviour.
- A list of the ways in which good behaviour may be recognised and rewarded, both in class and on a whole school basis, is attached as Appendix 1.

b) *Indiscipline in Class*

- Every Teacher in school is responsible for his / her own classroom discipline. He / she will be given guidance and support in disciplinary matters by the Head of Department, the SMT and senior colleagues.
- The best form of discipline is preventative discipline and there are a number of strategies that Class Teachers can employ to avoid outbreaks of indiscipline. These are included in Appendix 2.
- Whenever the behaviour of a pupil is disrupting the learning of that child and / or others in the class then action is required. This may take a number of forms and options available to the Teacher are included in Appendix 3.
- Classes respond best to clear and consistent discipline standards and high expectations. Therefore, the rules of the class should be made clear to the pupils from the outset and should be consistently and fairly applied. An agreed set of class rules should be clearly displayed in every classroom and should be referred to whenever necessary. An example of a set of class rules appears as Appendix 4.

- Where an incident occurs that means a pupil can no longer stay in the classroom and can not be dealt with through the departmental discipline system, the Class Teacher should telephone the school office who will, in turn, contact the duty member of the Management Team. The Teacher should include details of the incident on an incident form. A copy of an incident form appears as Appendix 5.
- Where the behaviour, attitude or work rate of a pupil is causing concern on an ongoing basis, this should be discussed in the first instance with the Head of Department and then referred to the House Co-ordinator. A referral should only be made when the department has exhausted all the strategies available to it and further support is required. Referral forms should be completed by the Principal Teacher and should give an account of the strategies already used by the department. Discussion with the pupil's Guidance Teacher and with the Faculty Head is advisable before completing the form. A referral form appears as Appendix 6.

b) *Indiscipline outwith the classrooms*

- All members of staff are asked to support the school discipline system by helping to maintain good order and discipline in school corridors and in the grounds.
- Where minor incidents occur, staff are expected to deal with the matter appropriately.
- However, should the pupil not respond or the incident is serious then staff should contact the school office who will, in turn, contact the duty member of the Management Team. In such instances, an incident form should be completed by the Teacher involved.

b) *Bullying*

- Bullying, even at a low level, is potentially a very serious breach of the school code of conduct and can be very hurtful to the pupils concerned.
- Where any member of staff comes across a suspected bullying incident, a Suspected Bullying Incident form should be completed and forwarded to the Office. The House Co-ordinator of the suspected victim will deal with it. A copy of a Suspected Bullying Incident form appears as Appendix 7.
- Nicknames and other verbal references to pupils may constitute bullying. The best guide to this is the effect this is having on the pupil concerned. If in doubt it is better to complete the form so that it can be investigated.
- The school bullying policy will give further advice in this issue.

c) *The Department*

- Each department should have a clear written discipline policy which should conform fully to the school policy.
- The department policy must contain positive discipline strategies as well as a list of sanctions
- In practice many departments may choose to adopt the school policy for their department with some further additions to cope with the specific needs of the department.

d) *Head of Department*

- The role of the Head of Department in supporting good practice within the department is central to the good working of the discipline policy.
- The Head of Department will be the first line of referral for any discipline issues that occur in a class situation.
- A list of sanctions available to a Head of Department in addition to those available to the class teacher is attached as Appendix 8.
- The Head of Department is responsible for the completion of Referral forms, Incident Manager forms and for the Departmental discipline structure.

e) Duty Member of the SMT

- A member of the Management Team will be on duty throughout the school day from 8.15a.m. to 4.30p.m.
- Where a member of staff needs to contact a member of the Management Team urgently, he / she should contact the office who will, in turn, contact the duty member of the Management Team.
- The role of the duty member of the Management Team is to deal with emergencies and situations where urgent action is required. Normally the House Co-ordinator will be consulted before any final action is confirmed.

f) House Co-ordinators

- The role of the House Co-ordinators in supporting pupils and in supporting the school discipline system is very important.
- Where a referral is submitted from a subject department, it will normally be the House Co-ordinator who decides on the appropriate course of action.
- Where a pupil has been sent from a class or for misbehaviour at break or lunchtimes, this will normally be dealt with by the duty member of staff or may be referred to the appropriate House Co-ordinator.

g) Guidance Staff

- Guidance staff are not directly involved in the discipline system and, therefore, referrals for action should not be made to them.
- Nevertheless, where the behaviour of a child is causing concern in a classroom or in a department it is always worth discussing the pupil with his / her Guidance Teacher before deciding on the action to be taken.

h) Parents

- The support of parents in supporting good behaviour in the school and in the community is very important
- Parents will be informed of concerns about behaviour and disciplinary matters at an early stage at the discretion of the Guidance Teacher or the House Co-ordinator.
- Class Teachers may discuss concerns about behaviour and discipline through school reports and at Parents' Evenings
- Parents will also be invited into school to discuss concerns at other times by Guidance Staff and House Co-ordinators.
- Parents may express their concerns and discuss discipline at any time with Guidance staff, the House Co-ordinator and the Rector.

i) Behaviour Support Group

- Where a pupil has particular difficulties with behaviour in school, it may be appropriate to refer him / her to the Behaviour Support Group for additional support. See the Behaviour Support Group policy for further details.
- Any member of teaching staff may refer a pupil to the Behaviour Support Group.

j) Incident Manager

- Incident Manager is a useful tool to help guidance staff and SMT monitor pupil progress and behaviour across the school. This is used to identify low level issues which may not trigger the discipline system but, nevertheless, disrupt class learning.
- Incident Manager should be an agenda item at every departmental meeting. Green Forms noting the pupils identified should be submitted on a weekly basis. A copy of this form is attached as Appendix 9.

- A mention on Incident Manager should not be seen as a disciplinary tool in itself and should not deter class teachers or departments using other discipline sanctions available to them.
- Incident Manager forms an agenda item at SMT meetings on a monthly basis at a date nearest the 15th of the month.
- Any pupil with 2 or more mentions on Incident Manager over the past month will be discussed at the House / Guidance meetings between SMT and Guidance staff and appropriate actions taken.
- The scale of actions for Incident Manager are laid out in Appendix 10.

k) Code of Conduct

- The school has a code of conduct based on rights and responsibilities. This is further simplified to the 3 point code issued to First Year pupils in the school.
- These two codes should be familiar to all pupils, staff and parents and should be revisited regularly through PSE, in registration and at school assemblies.
- Copies of the code should be clearly displayed on all classroom walls.
- Copies of the code will be printed in pupil diaries, staff handbook and in the parental information handbook.
- Copies of these codes appear as Appendix 11.

l) Conduct / Monitoring Cards

- Where a pupil is causing concern because of behaviour, attitude or under-achievement, he / she may be placed on a conduct or monitoring card.
- These may take a variety of forms and will be tailored to meet the individual needs of the pupil.
- These cards will normally be issued by the pupils' personal Guidance Teacher or House Co-ordinator.
- Completed Conduct cards will be stored in the PPR.

m) Exclusions from School

- A pupil may only be excluded from school by the Rector or Depute Rector.
- In these cases, the exclusion procedure will conform to the guidelines issued in the SBC policy document 'Promoting Positive Discipline'.

n) Communication and Feedback

- Whenever an Incident Form, a Referral Form or a Bullying Form is submitted, written feedback should be given to the Teacher submitting the form and to Guidance staff within 5 working days.
- Information on action undertaken by the Behaviour Support Group will be channelled through Guidance staff who will inform Teachers as appropriate.
- Action taken as a result of incident manager will be communicated through guidance staff as appropriate.
- Copies of incident forms, referral sheets and other documents relation to other disciplinary matters relating to a pupil will be stored in the PPR.
- Parents will be informed of disciplinary concerns either by the Guidance Teacher or the House Co-ordinator.

6. Implementation

This policy will operate in a draft form from April 2002 onwards.

7. Monitoring

The operation of the policy and school discipline, in general, will be monitored on an ongoing basis by the SMT and particular concerns will be discussed under the agenda heading 'Pupil Matters'.

8. Review

This policy will operate in draft form as a 'green paper' and will be reviewed in May 2003. Thereafter, it will be reviewed as part of HGIOS Key Area 5 – Ethos. This will take place as part of the school's self-evaluation cycle in session 2004 / 2005.

9. Responsibility

The Depute Rector will have overall responsibility for this policy.

10. Date

The first draft of this revised policy was completed in December 2001.

POSITIVE DISCIPLINE STRATEGIES

- Recognising Effort and Achievement certificates
- Celebration of Achievement Evening
- Departmental reward systems
- Class rewards/celebrations
- Praise in reports
- Positive reports to parents
- Positive reports to guidance
- Praise to class for good work/effort
- Praise to individuals for good or improved work/effort
- Inviting Head of Department / SMT to meet and praise class / individuals

PREVENTATIVE DISCIPLINE STRATEGIES

- Well planned lessons
- Work tailored to the needs of the pupils' ability
- Careful planning of class layout
- Careful planning of seating arrangements of class
- Prompt start to the lesson
- Good pace in the lesson
- Variety in the lesson content
- Materials available and ready for the lesson
- Supply of equipment (pens, pencils, etc.)
- Teacher involvement in the lesson
- Teacher present at all times during the lesson
- Information on individual pupils taken into account before the lesson.
- Planned strategy to cope with attention seeking behaviour
- Staff development on issues of concern about discipline

CLASS TEACHER PRAISE/SANCTIONS

PRAISE	SANCTIONS
<ul style="list-style-type: none"> • Praise for good work • Work put on display • Individual discussions with pupils • Class certificates • Reports • Inviting others to the class to comment on work and give praise • Class rewards • Positive reports in incident manager • Positive reports to guidance • REA certificates • Nominations for awards 	<ul style="list-style-type: none"> • Non-verbal cues – looks, etc. • Verbal warnings • Verbal reprimands • Punishment exercises • Moving pupil to another seat • Temporary removal from a classroom – never for more than one period • Detention in the classroom at break or lunchtime • Detention after school – only after a written communication with home • Referral to the Head of Department • Completion of an Incident Form

CLASS RULES

- Settle down quickly and quietly
- Listen to the teacher at all times
- Only one person speaks at a time
- Wait until it is my turn to speak
- Keep all chit-chat until class is over
- Always try my best in class

KELSO HIGH SCHOOL**INCIDENT REPORT FORM**

PUPIL(S) INVOLVED	GUIDANCE GROUP

NATURE OF THE INCIDENT

ACTION TAKEN

SIGNED	DATE

COPIES TO	GUIDANCE TEACHER	PPR	HOUSE CO-ORDINATOR	BEHAVIOUR SUPPORT GROUP	PT SUPPORT FOR LEARNING	OTHER STAFF

KELSO HIGH SCHOOL**REFERRAL FORM**

Use this form when all Departmental strategies have been exhausted and further action / support is required.

Name of Pupil:	
Guidance Group:	
Class Teacher:	
Nature of the problem / difficulty e.g. Refusal to work, lack of effort, relationship with other pupils, relationships with staff, etc.	
Classroom Strategies / Sanctions Applied e.g. Positive strategies, moving seat, detention, etc.	
Signed: Class Teacher Date	
Departmental Strategies / Sanctions Applied e.g. Positive strategies, moving class, departmental detention, etc.	
Signed: Principal Teacher Date	

Pupil Response
Guidance Teacher Response
Parental Response
Agreed Action
Signed: House Co-ordinator Date

Copies to:	PPR	Guidance	Subject PT	Class Teacher
	Parent	Rector	BSG	PT Support for Learning

KELSO HIGH SCHOOL

SUSPECTED BULLYING INCIDENT

Use this form whenever you come across an incident where you suspect bullying may be involved. Send the completed form to the Office

Name of Victim:		Guidance Group:
	Others Involved	Guidance Group
Nature of Incident		
Action Taken		
Signed: Member of Staff Date		
Investigation Notes		
Action Taken		
Signed: House Co-ordinator Date		

Copies to:	PPR	Guidance	Subject PT	Class Teacher
	Parent	Rector	BSG	PT Support for Learning

HEAD OF DEPARTMENT

PRAISE/SANCTIONS

In addition to those available to a Class Teacher.

PRAISE	SANCTIONS
<ul style="list-style-type: none"> • Departmental praise ethos • Visits to classrooms to look at work and to praise classes • Examination of the work of other classes • Departmental reward scheme • Departmental certificates/Awards 	<ul style="list-style-type: none"> • Departmental warning • Departmental reprimand • Departmental detention • Moving a pupil to another class – short or long term • Bid for SfL help • Referral to Behaviour Support • Referral to SMT

INCIDENT MANAGER

STAGED RESPONSES

STAGE 1

- Guidance teacher talks informally to the pupil

STAGE 2

- Guidance teacher interviews the pupil.
- Pupil may be placed on a Guidance Monitoring Card

STAGE 3

- House co-ordinator interviews the pupil.
- Possible options include
- Detention exercise on acceptable behaviour
- Home exercise on acceptable behaviour
- Pupil placed on an SMT monitoring card

STAGE 4

- Interview with pupil, parents, Guidance teacher and House Co-ordinator
- Possible options include
- Agreed contract of good behaviour signed by pupil, parent and House Co-ordinator.
- Discussions with Support Agencies for additional support for the pupil
- Enhanced monitoring process.
- Agreed action plan for times of confrontation.

KELSO HIGH SCHOOL

To get the most out of your time in KHS always remember to

Do your best - in everything you do

Ask for help – most problems can be solved

Respect each other – pupils, staff and
school

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