



Promoting good behaviour amongst pupils

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Carfax College (CTE) aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards, in the belief that good manners, good relations, and a secure learning environment play a crucial part in the development of pupils. It is therefore of fundamental importance to help pupils see that good behaviour is valued, but also to have a clear strategy for discouraging bad behaviour.

AIMS OF THIS POLICY

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that expectations and strategies are widely known and understood.

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Therefore CTE has a central role in the social, emotional, personal and moral development of pupils, just as it does in their academic development. Just as academic achievement is measured in terms of progress and development over time towards academic goals, so standards of behaviour are measured in terms of pupils' developing ability to conform to behavioural goals.

CTE recognizes that pupils may have a wide variety of behaviour patterns based on differences in home values and attitudes. CTE works towards standards of behaviour based on the basic principles of trust, honesty, respect, consideration, and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

At CTE, pupils are expected to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of life at CTE.

Pupils are expected to be ready to learn and to participate in activities. They should attend lessons punctually and follow CTE's attendance policy. They should care for the buildings, equipment, and furniture. Pupils are to behave at all times in a manner that reflects the best interests of the whole community.

Particular expectations of behaviour are outlined to pupils, in the form of a set of rules, as follows:

1. Pupils should treat all those around them with respect and courtesy.
2. Pupils should make sure to arrive on time for all tutorials and other commitments, and should inform the office immediately by telephone (not SMS or email) if they are delayed.
3. Mobile telephones must be kept switched off during tutorials and prep time.
4. Pupils should maintain a homework diary and complete all homework on time.
5. During breaks pupils should take care not to disturb other tutorials that may be taking place.
6. Pupils are expected to speak English at all times in the presence of other pupils and staff.
7. Pupils should help to keep the College clean and tidy.
8. Pupils should dress neatly and respectfully. Any pupil dressed provocatively or in a fashion likely to cause offence may not be allowed to remain on premises.
9. Pupils under 13 should not leave the College's premises unaccompanied at any time during the school day. Pupils under 16 should always seek permission from the Dame or the Principal before leaving the premises unaccompanied.
10. Bullying of any sort will not be tolerated.
11. Drinking alcohol and smoking are not permitted at any time for pupils under the age of 18. Drinking alcohol and smoking are not permitted on or near the Establishment's premises by anyone at any time. Pupils over the age of 18 should under no circumstances drink alcohol or smoke in the company of pupils who are under the age of 18.
12. Illegal drugs, and also "legal highs", are absolutely forbidden.

REWARDS

There should be an emphasis on reinforcing good behaviour through an appropriate system of rewards. The most common reward will be praise, both informal and formal, public and private. Praise should be earned not only through particularly noteworthy achievements, but also through the continuing maintenance of good standards of behaviour. Appropriate praise should be included in formal written reports. In the context of academic performance, tutors may choose to give a "commendation" for a particularly good piece of work and/or to put the work on public display. Other forms of reward may be employed on an ad hoc basis, but should always be proportionate and appropriate to the context. Care should be taken not to favour, or appear to favour, some pupils over others. Examples of rewards are:

- Praise
- Written remarks about good work
- Letters or phone calls home to parents
- Sending pupils to the principal to share their work/good behaviour
- Displaying pupils' work and achievements
- Certificates to celebrate pupils' success (for behaviour and academic achievement)

SANCTIONS

Although rewards are central to the encouragement of good behaviour, in reality there is a need for sanctions, in order to register disapproval of unacceptable behaviour and to protect the security and stability of life at CTE. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterized by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished
- Group punishment should be avoided because it can lead to resentment
- There should be a clear distinction between minor and major offences

Sanctions may range from simple expressions of disapproval to more specific measures such as repetition of inadequate work, extra writing tasks, detention, curfew (for boarders), referral to the Principal, letters or telephone calls to parents and, ultimately and in the last resort, suspension or exclusion. Most instances of poor behaviour are relatively minor and can be dealt with adequately through minor sanctions. It is important that the sanction is not out of proportion to the offence. Care should be taken not to favour, or appear to favour, some pupils over others.

If a pupil is subject to sanctions for inappropriate behaviour, then the pupil's Personal Tutor will spend time with the pupil pointing out the implications of their behaviour and encouraging more appropriate conduct. Serious disciplinary offences and ensuing sanctions must be recorded in writing.

Tutors are encouraged to exercise their judgement and, where possible, to deal directly with improper behaviour as and when it arises. Where appropriate, Tutors can apply minor sanctions, such as detentions or extra writing. Tutors should make mention of behavioural concerns and sanctions issued in their regular formal reports on pupils. If there is a behavioural issue with a pupil which they feel they cannot resolve independently (as they are encouraged to do), then tutors ought to bring it to the attention of a senior member of staff immediately. Ordinarily they should report such matters to the Personal Tutor or the Principal, who will then decide what further action to take. If there is a feeling that the offence is sufficiently serious or sufficiently ambiguous to merit discussion, then a Disciplinary Committee (DC) may be convened, consisting of the Principal, the personal tutors, and any other person considered relevant. The DC will discuss the issue before deciding how best to deal with the matter. The DC may wish to meet with the pupil and other relevant parties, including perhaps the pupil's parents or guardian, during the course of its deliberations.

ALCOHOL, SMOKING, DRUGS

If pupils are caught using or in possession of harmful substances in contravention of the law and/or the school's rules, the school's response may vary according to the context. The school's most fundamental responsibility is to protect members of its community from the harmful effects of these substances, and it may be necessary to exclude an offender from the school in order to achieve that, whether it is a case of removing a direct risk of harm to other pupils or of establishing a clear deterrent to other potential offenders. However, where the risk to other pupils is not thought to be great, the school may decide that

more good can be done by working with the offender to address and improve the relevant behaviour through constructive engagement (education) as well as appropriate conditions, constraints, and sanctions.

BULLYING

CTE has a zero-tolerance approach to bullying. See the separate Anti-Bullying policy for further details.

RESTRAINT & REASONABLE FORCE

CTE's staff are authorized to use reasonable force to control or restrain pupils in order to prevent them from hurting themselves or others, from damaging property, or from causing disorder. School staff have a legal power to use reasonable force and will be supported when they exercise this power appropriately. See separate Reasonable Force policy for further.

Force must not be used as punishment. Any form of corporal punishment is strictly forbidden.

SEARCHING & CONFISCATION

With the consent of the pupil concerned, school staff may search for any item if they have reason to believe that it may be harmful or detrimental to school discipline.

Without the consent of the pupil, staff may search pupils or their possessions only if this has been authorized by the Principal and there are reasonable grounds for suspecting that the pupil may have any of the following prohibited items:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Reasonable force may be used, if required, in order to conduct a search for any of the above listed prohibited items.

School staff will confiscate any prohibited item found in the possession of a pupil and may confiscate any other item which they consider harmful or detrimental to school discipline.