



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

School Policy 4 – Discipline

“My child, don't reject the Lord's discipline, and don't be upset when he corrects you. For the Lord corrects those he loves, just as a father corrects a child in whom he delights.” Proverbs 3:11-12

This policy was updated in May 2024. It is prepared on behalf of the Headteacher by the Deputy Headteacher and Senior Pastoral Leaders. The Governors' Committee responsible for this is the Ethos and Pastoral Care Committee. It is reviewed annually and will next be reviewed in May 2025.

Discipline is an important concept in Christian education, linked to the three great Christian virtues of faith, hope and love. St. Paul talks about *the obedience of faith* - it is our actions which reveal what we really believe. Proverbs links vision and discipline – *where there is no vision (or word of the Lord), the people cast off restraint*.

Love does not allow us to continue going the wrong way uncorrected, but there is a difference between human discipline of children, *“for a short time as it seemed best to them”* and the love and discipline of God, which is *“for our good”*. School discipline is therefore important, but provisional, and needs much thought.

Introduction

1. Archbishop Tenison's is a Church of England comprehensive school, seeking to provide 'academic excellence for each person in a Christian community'.
2. The Governors recognise that good discipline in school and cordial relationships depend on positive liaison and cooperation between home and school. Parents and carers need to join the school in having high expectations, praising constructive behaviour and in making clear that poor behaviour is unacceptable.
3. Within school, the Governors appreciate that an interesting curriculum with well taught lessons, in which pupils know that they are learning and progressing, is at the heart of good discipline. Pupils and older students alike, of whatever ability, need to feel that their work is valued and to receive encouragement and to know how they can develop further.
4. The Governors believe that a culture of praise and reward is far more effective and beneficial than one that is overly critical and demeaning. However, spurious praise is self-defeating. The Governors' policy is that the school should develop an effective system of rewards and where needed, of sanctions.
5. There is a link between good discipline and good learning, as each subject has its own way of working, which has to be accepted and appreciated, if pupils are to progress in it well.
6. The school's pastoral system should ensure that every child is well known and that his/her needs are carefully considered. It should facilitate good contact between school and home, to alert parents/carers of notable successes or potential problems.
7. We are responsible for the safeguarding and well-being of all pupils. See the Anti-Bullying Policy, Equal Opportunities Policy and Safeguarding Policy.
8. That behaviour that is perceived as disruptive or challenging can be a manifestation of a child or young person's distress when their special educational needs are not understood or supported. It is important that this behaviour policy is read in conjunction with our SEND policy and the SEND code of Practice to ensure that any

additional needs are properly taken in to account in the application of this discipline policy.

9. The Governors will give strong support to the Headteacher and staff when it becomes necessary to deal with breaches of school rules and the Home-School Agreement, whether these are 'one-off incidents', a pattern of poor behaviour or persistent disruption of lessons. The disruption of lessons is particularly serious as it involves depriving other pupils of their education. The Governors will support the Headteacher in taking vigorous action against all conduct which contravenes UK law.
10. Archbishop Tenison's is a church school and the Governors believe that it is and should be permeated by Christian values, including generosity and forgiveness. However, the Governors and Headteacher are responsible for the progress and welfare of all the pupils and students. At times, it becomes necessary, albeit regrettable, to temporarily or even permanently remove a pupil or student whose behaviour undermines the well-being and advancement of others or disrupts good school discipline.
11. The Headteacher has responsibility for the internal organisation, management and control of the school and for implementation of the strategic framework (of which this is part) established by the Governing Body.

Rationale

It is the aim of this policy to establish the accepted reasons behind poor self-discipline and the strategies and actions used to promote good behaviour and address poor behaviour. The best form of discipline is self-discipline; the encouragement of self-discipline is what leads to an individual changing their behaviour.

Responsibilities

The Headteacher is responsible for implementing this policy across the school community and is assisted in this by the Senior Leadership Team, Senior Pastoral Leaders, Heads of Year and Heads of Department and all members of the school staff.

Proper records must be kept of both rewards and sanctions and parents/carers must be kept informed.

Principles

"All hard work brings a profit, but mere talk leads only to poverty". Proverbs 14:23

Good behaviour can be learned and taught and has to be modelled by adults, senior students and peers. High expectations are vital for achieving high standards.

Good discipline is present in a school where the focus is on the teaching and the learning and the progress of individuals and where behaving well has a purpose.

Committed and consistent follow-up of both rewards and sanctions by all staff is vital.

There are many reasons why a pupil or student might behave in a way which is not acceptable; these include but are not limited to:

Academic Environment:

- An inappropriate curriculum
- Poorly planned lessons that lack challenge

Student Well-being:

- Low self-esteem
- Anxiety
- Lack of motivation
- Problems at home
- Problems with peers
- Feelings of alienation

- Medical problems
- Adverse childhood experiences

Social and Personal Development:

- Connections and reputation outside of school
- Lack of resilience
- Poor self-discipline
- Staff inconsistency

Special Educational Needs related to:

- Communication and interaction
- Cognition and learning
- Sensory or physical needs
- social, emotional and mental health needs

Code of Conduct

'I have come that you may have life and have it to the full'. (John 10 v 10)

In our Christian context, the Code of Conduct is underpinned by the Cs of:

Courtesy - we are courteous whatever the circumstances are

Calmness – we aim to be calm and exercise self-control around the school and in the community

Concentration – we concentrate fully on the task in hand

Confidence - we are confident that we all have the ability to fulfil our unique calling as pupil or student

Consideration - we are considerate toward others and have faith, hope and love in all circumstances

The code of conduct is seen in the Home/School agreement which highlights the relationship, the rights and the responsibilities of pupil, parent/carer and the school.

School Rules

- Only Staff and Sixth Form students can enter and leave through the main entrance to the school.
- Movement around the school should be orderly; everyone should walk on the left-hand side of corridors and stairs to ensure smooth functioning of the school.
- Mobile phones, headphones, and earphones are to be kept out of sight on the school site and are brought in at pupils' own risk (see Mobile Phone Policy).
- No items of value are to be brought to school; the Governors will not accept responsibility for personal property that is lost or damaged.
- Pupils may only drink water in lessons; other drinks are kept for break and lunch. Energy drinks are banned in school and are prohibited.
- Pupils are not allowed to drink water in science laboratories or computer rooms.

Supporting good discipline

'Emotionally mature adults... are patient, encouraging and kind. Through the fog of anger they keep everyone safe...Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.' (Paul Dix)

'There's no rule that says someone who sets the agenda and is in charge cannot be natural, warm and humane.' (Andy Vass)

Positive framing serves as a reminder to a pupil about their self-discipline and allows them to correct their own behaviour. Persistence counts. It is well said that it is not the severity of the consequence which makes it effective, but the certainty.

When we work together with shared standards, it benefits the entire school community. Our school operates as a team, where what happens in one classroom affects us all. Department Heads ensure discipline within their areas, while Senior Pastoral Leaders and Heads of Year oversee student behaviour. They set policies, develop support strategies, and encourage all staff to contribute. Weekly detentions are part of their approach. They are also part of the school's leadership team, connecting with senior leaders and parents as needed. The Teacher on Duty is available during each period and supports classroom teachers directly.

Language and Communication

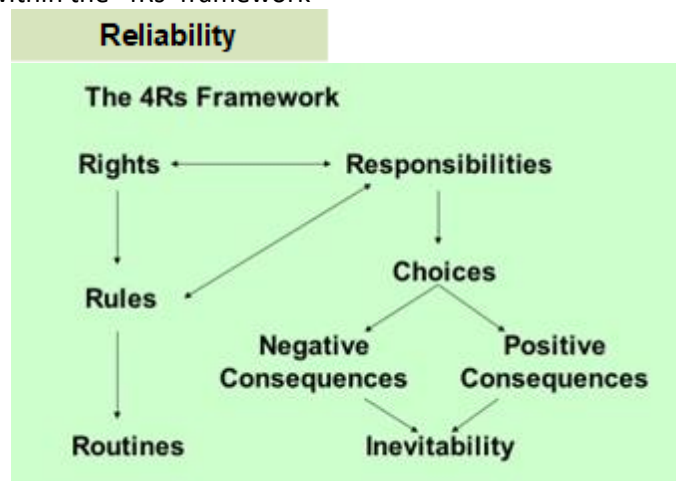
You can only control your own behaviour in the classroom.

Recognise that young people will make mistakes; they will test the boundaries – this is normal and natural. Everything you say and how you say it triggers emotional response.

It is important for us to work as a whole staff on developing a consistent, reliable language of reward and correction.

These 10 actions help to ensure that the classroom climate is a good, positive one!

1. Plan for good behaviour- know your class and prior data, referring to the SEND policy.
Also, planning for a positive start- for example... *Greet at the door, a seating plan, knowing names*
2. Work within the '4Rs' framework



3. Use the language of choice.

Rights

- *Each person has the right to be taught and to learn.*
- *Each person has the right to feel safe.*
- *Each person has the right to be treated with dignity and respect.*

Rules

- *The school rules e.g. following the one-way system.*
- *The teacher's classroom rules e.g. when the teacher is talking the pupils are listening.*

Routines

- *For example, moving between lessons calmly and with purpose*

4. Separate inappropriate behaviour from the child

“I’VE LEARNED THAT
PEOPLE WILL FORGET WHAT
YOU SAID,
PEOPLE WILL FORGET
WHAT YOU DID,
BUT PEOPLE WILL NEVER FORGET HOW
YOU MADE THEM FEEL.”
-MAYA ANGELOU

Primary behaviours <small>(often the most common behaviours that annoy teachers)</small> e.g.	Secondary behaviours e.g.
<ul style="list-style-type: none"> ● Not following instructions the first time ● Talking out of turn ● Out of seat ● Disrupting others 	<ul style="list-style-type: none"> ● Going off on a tangent to redirect attention from the original behaviour ● Huffing, puffing, kissing teeth. ● Last word syndrome

5. Keep the focus on primary behaviours.
6. Actively build trust and rapport.
7. Model the behaviour you wish to see.
8. Work to repair and restore relationships.
9. Always follow up on issues that count.
10. **Teaching** pupils what you expect (by explanation, demonstration, modelling and practice) and **training** them (instilling routines, insisting that they take their responsibilities seriously and giving recognition when something is done well) equips them for their calling.

As with all areas of this policy – consistency is key. When we all work as a team to the same standards it makes it easier for everyone with both rewards and sanctions.

Following a pro-active approach to behaviour and positively reinforcing behaviours we want to see in our school community is paramount to the achievement and self-worth of our pupils. The 5:1 ratio theory is that for every criticism or complaint the teacher issues, they should aim to give five specific compliments, approval statements and positive comments or non-verbal gestures.

Rewards - Accumulation of merits and exceptional achievements:

"The one who plants and the one who waters have one purpose, and they will each be rewarded according to their own labour. For we are co-workers in God’s service; you are God’s field, God’s building." - 1 Corinthians 3:7-11

As part of our Christian educational vision, fostering a nurturing and supportive community is important. Our rewards aim to recognise students' achievements across various aspects and encourage their holistic growth, contributing to a united school community. Merits will be awarded both inside and outside of lessons, with house events and rewards weeks enhancing student engagement and participation. Our rewards seek to ensure that students' efforts are appropriately acknowledged and celebrated within the school's disciplinary framework.

Achievement Type	Description
Merit – 1 Point	Achieving an accomplishment in class
Double Merit – 2 Points	Achieving a notable accomplishment in class e.g. excellent work, equivalent to two regular merits
Triple – 3 Points	Reaching an exceptional milestone, equivalent to three merits
Postcard – 4 points	Demonstrating outstanding performance or behaviour worthy of special recognition
Further recognition of positive contributions to our school community and attitude to learning include, but are not limited to:	
Merit Around the School	Making a positive impact or contribution to various aspects of school life

Merit - Homework Effort	Consistently putting in effort and dedication towards completing homework
Merit - Homework Excellence	Producing exceptional quality homework, consistently
Significant Homework Celebration	Recognising outstanding achievements or improvements in homework

We believe in recognising and celebrating students' accomplishments as an integral part of fostering a positive and motivating learning environment. The rewards system encourages students to strive for excellence in all aspects of their education and personal development.

Behavioural Steps and Processes

Pupils receive demerits for displaying negative behaviour. If a pupil receives 10 demerits for negative behaviour within the Academic school Year the following behavioural preventative steps will take place. Pupils will be placed on report and monitored for a period, typically two weeks. If they do not successfully complete this initial report, this will be escalated to a second report. Should a fail to meet the requirements of the second report, pupils will then be placed on a Head of Year report. If the Head of Year report is unsuccessful, pupils will receive internal support, respite. Finally, if internal support is unsuccessful, considerations will be made to find alternative provision for the pupil. An essential part of the process involves collecting data to gain a comprehensive understanding of behaviour. Consequently, relevant staff will contribute information about the pupil through a Round Robin at appropriate stages in the process. At each stage the parent/guardian is involved and will need to attend meetings as required.

Every effort will be made to follow the behavioural steps as outlined in the best interest of the pupil and the school community. However, on occasion, this process will need to be adapted due to the situation.

Summary of steps

Behavioural Steps
1st Form Tutor Report
2nd Form Tutor Report
1st Round Robin Data Collection
Head Of Year Report
Internal Support (Respite)
2nd Round Robin Data Collection
Senior Pastoral Leader Report
2-week Respite
Reintegration Respite Report
External Support (Mentoring)
3rd Round Robin Data Collection
Pupil Support Plan
Alternative Provision

School Disciplinary Framework: Roles and Responsibilities

This summary aims to provide an overview of the school's disciplinary framework for parents, ensuring transparency and understanding of the consequences for various behaviours.

Everyday Responsibilities (EDRs):

- Failure to meet everyday responsibilities such as arriving on time, correct uniform, etc., may result in everyday detentions or demerits assigned by class teachers or tutors.

Tutor Specific Incidents:

- Tutor handles incidents like challenging authority, breaking school rules, or bullying within the form class, with possible sanctions including warnings, loss of privileges, and everyday detentions.

Teacher Responsibilities:

- Teachers address behaviours like disruption, work avoidance, or bullying within their lessons, with sanctions ranging from verbal reminders to subject reports and detentions.

Head of Year (HoY) Actions:

- Head of Year addresses rudeness, persistent disruption, or bullying beyond classroom settings, with sanctions escalating to middle leader detentions, loss of privileges, parental contact, or temporary Inclusion room placement.

Head of Department (HoD) Actions:

- Heads of Department manage rudeness, disruption, or truancy within specific curriculum areas, with sanctions including subject reports, parental contact, or HoD detentions.

Senior Pastoral Leader (SPL) Actions:

- Senior Pastoral Leaders oversee the discipline, pastoral care and well-being of students, addressing more serious or recurring behavioural issues. SPLs support Heads of Year and tutors by managing cases of repeated misbehaviour or complex pastoral issues.

School-Level Sanctions:

- As a school, we enforce sanctions for missing detentions, rudeness to staff, or behaviours against school values, with possible consequences like internal suspensions or inclusion room placement.

SLT and Headteacher Level:

- SLT and Headteacher handle severe behaviours like persistent defiance, bullying, or bringing disrepute to the school, with sanctions ranging from fixed-term suspensions to permanent exclusion, with communication to parents and relevant authorities.

Alternative Provision and Permanent Suspension:

- Alternative provision is considered for persistent disruptive behaviour, while permanent suspension is reserved for severe offences like violence, drug dealing, or repeated serious misconduct, with involvement from the DHT and Headteacher.

Detentions

Detention Type	Assigned For	Assigned By
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Everyday Detentions 30 minutes	- Not bringing pen/equipment - Arriving late - Incorrect uniform - Not starting/ending lessons properly - Not moving around the site in the correctly	Class teacher or tutor
Tutor Specific Incidents Detentions	- Challenging authority/rules/mobile phone misuse - Breaking school rules (5C's) - Breaking the home-school agreement - Bullying	Tutor
Teacher Detentions	- Breaking school rules (Courtesy, Calmness, Concentration) - Work/task avoidance/not completing homework - Behaviours hindering teaching - Bullying	Teacher
Tuesday/Wednesday Middle Leader Detentions	- Rudeness to staff - Persistent disruption to learning - Missing tutor detention/EDR - Bullying/relationship issues	Head of Year
Tuesday Head of Department Detentions	- Rudeness to staff in lessons - Persistent disruption to learning in the relevant curriculum area - Truancy from part or whole lessons - Missing teacher detention within the subject - Bullying/relational issues	Head of Department
Thursday 90-minute SLT Detentions	- Missing higher-level detentions - Rudeness to staff - Behaviours that conflict with the year group vision	School's SLT
Friday 120-minute HT Detentions	- Missing SLT detentions - Truancy - Behaviours bringing disrepute to the school - Severe behaviours	Headteacher/Deputy Headteacher

In addition to the Detention Pathway, pupils will receive a Late Detention if they arrive late for school; this detention will be daily for 30mins for the first time the pupil arrives late in a week, 60 mins for the second time, School 1 for the third time, School 2 for the fourth. More details can be found in the Punctuality Policy.

Department for Education guidance on exclusions can be found here:

Guidance for Maintained Schools, Academies, and Pupil Referral Units (September 2023)

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024222/suspension-and-permanent-exclusion-guidance-september-2023.pdf)