
Queen Elizabeth's School
POLICY
Discipline at Queen Elizabeth's

Our objective is to teach boys to behave well, to foster good attitudes and to promote the knowledge and skills which will sustain them in adult life. We believe that happy family life and good employment prospects rest on good character as much as the best academic qualifications.

We recognise that the primary responsibility for education and training lies with the family. We can only succeed if the boy's family are at least compliant partners accepting the system of discipline and ethos of the School. Where boys get strongly conflicting messages at home and at school, the outcome must be divisive. In accordance with DCSF requirements, we ask all parents/guardians to sign a Home-School Agreement. In this agreement, we emphasise the need for all parents/guardians to be aware of our policy on school discipline.

At Queen Elizabeth's we aim to create an orderly and harmonious community, in which effective learning can take place and in which there is mutual respect between all members. This latter element is developed further through our policy on Equal Opportunities. Discipline is both internal (as in self discipline) and external (as in a system of rules for good behaviour). Good behaviour is conduct which assists the School to fulfil its function, to produce boys who are responsible, able and confident. Bad behaviour is conduct which prevents the smooth function of the School and obstructs the learning of others.

At Queen Elizabeth's, the disciplinary system places its strongest emphasis on the development of identity, character and self discipline through a positive approach of encouragement, praise, and reward. The School expects commitment to this system of positive reinforcement from both boys and parents/guardians.

We encourage boys to build an identity which is in harmony with the ethos of the School through a wide variety of inputs and opportunities including: verbal praise, merits, good notes in personal organisers, commendations, prizes, scholarship awards, colours awards, individual tutoring, posts of responsibility, sports, clubs, drama and music. Many of these take place within the House system which plays a crucial role in pupil development beyond the academic curriculum. Most boys adopt and contribute to this ethos throughout their school careers.

Regrettably there are a few who, through an incident or pattern of poor behaviour, reject the ethos of the School. This occurs, for example, when a pupil:

- fails to abide by dress/uniform codes
- adopts a cult hairstyle
- fails to do homework or classwork
- persistently misbehaves in school or outside
- disrupts lessons
- rejects the authority of staff or prefects
- truants from school or is persistently late
- behaves dangerously, especially in practical areas
- vandalises the property of the School or members of its community
- involves himself in theft or dishonesty
- wastes staff time
- possesses, deals in or abuses prohibited substances.
- exhibits aggression towards, assaults or bullies any member of the school community. (Specific guidance on the School's approach to bullying is contained within the Bullying Policy)

This list is not meant to be definitive and merely describes some examples of bad behaviour which are at odds with the ethos of the School.

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Such behaviour may be identified by the following routes: direct referral to Head of Year or tutor by a member of staff, the public or prefects, a note in a homework diary or personal organiser, quality assurance checks conducted by senior staff, Heads of Year or Heads of Subject, reviews, profiles and parents' evenings.

The School attempts to deal with these manifestations by working closely with parents/guardians and by taking the following actions:

- Counselling by Head of Year, Tutor, assigned mentor or SENCO. (Behavioural support for pupils with Special Educational Needs will be guided by the School's SEN Policy.)
- Telephoning, writing to or meeting parents/guardians to discuss a common approach and strategy.
- Involving outside agencies or professionals such as the ESW, School Psychological Service, Police, Juvenile Bureau or Social Services.
- Monitoring work via the homework diary or personal organiser, special report book or card or individual quality assurance checks.
- Punishments such as: reprimands; detention at lunchtimes, after school or on Saturdays; withdrawal from lessons under supervision of the Head of Year (internal exclusion); or withdrawal from some or all non-statutory provision such as extra-curricular activities and/or school trips.

If the pattern of bad behaviour persists or if an incident is particularly serious (for example involvement with prohibited substances, an assault on a member of staff, incitement of racial conflict), the boy may have to be excluded from school. Exclusions are conducted with reference to published guidance. The Headmaster will inform parents/guardians in writing of the reasons for the exclusion and the pattern of events or specific incident leading to the exclusion. Where the Headmaster decides to exclude a pupil, the Governors' Discipline Committee and the LA will be informed and the parents/guardians notified of their right to make representations to the Discipline Committee.

Unless the exclusion is a permanent one, the parents/guardians will be invited to the School as close to the date of the pupil's re-instatement as is convenient to both the parents/guardians and the Headmaster, to discuss the incident or pattern of behaviour. The Headmaster may stipulate conditions as a pre-requisite for their son's return to normal school routine. Should the boy fail to meet these requirements, he risks further exclusion.

Where re-instatement does not occur, for example if the parents/guardians exercise their right to withdraw their son from the School, the reasons for this will be made known to the Discipline Committee.