



IPSWICH SCHOOL

POLICY ON THE PROMOTION OF GOOD BEHAVIOUR AND SANCTIONS FOR MISBEHAVIOUR

All members of the Ipswich School community - pupils, staff, parents and Governors, are expected to contribute to the creation of a stimulating and caring environment where boys and girls are encouraged to realise their potential in all areas of School activity.

This commitment is exemplified by three important principles:

- The School seeks to provide a disciplined and ordered community in which education and learning can flourish.
- The School will make clear the standards of behaviour and commitment that it expects from pupils. It will encourage pupils to adopt positive attitudes and values such as consideration, honesty and respect for others. It will acknowledge and praise students/pupils when they reach these standards.
- When pupils fail to meet these standards they will be told that this is the case and be given clear guidelines and expectations for improvement.

THE PUPILS' CODE OF CONDUCT

This code was put together by joint groups of pupils and staff.

We have the **Right:**

- to be able to study and learn safely and effectively
- to take part in the cultural and sporting life of the School with the support of our fellow pupils
- to have our opinions listened to
- to enjoy life at School.

We should show **Respect:**

- for fellow pupils, staff and visitors
- for other people's opinions and individuality
- for the School's environment
- for other people's property.

We have **Responsibilities:**

- to know and keep the School Rules and Code of Conduct
- to work hard
- to be punctual for registration, lessons, games and activities
- to help others and to respect their rights
- to behave responsibly when representing the School in the community.

We are each responsible for thinking through the implications of this Code of Conduct for ourselves.

For example:

Helping others: we should be prepared to prevent or report bullying.

Respect for others: we should conduct ourselves sensibly and appropriately at School, for example by considerate behaviour in corridors and on stairs, and avoiding public displays of affection and behaviour likely to cause embarrassment or offence.

Respect for the School environment: we should keep the School tidy, and free from litter and damage.

Classroom Ground Rules:

- We have the right to learn in our lessons. We have the responsibility not to ridicule others for the way they learn and not to disturb the learning of other pupils.
- We have the right to be treated with respect by everyone in the classroom. We have the responsibility to respect all others and their property within the classroom.
- We have the right to express relevant opinions and be heard. We have the responsibility to allow others to be heard.

The School aims to encourage pupils to develop self-discipline and the realisation that they are responsible for their own behaviour. Those new to the School will have help from their Form Teachers/Tutors and Heads of House and Sections to enable them to settle quickly into the School, and to ensure that they understand our expectations of good behaviour.

Bullying will be dealt with in accordance with the School's Anti-bullying Policy and takes due regard of the Equality Act 2010, making reasonable adjustments for pupils with SEN or disabilities.

The relevant Head of Section for pupils making the transition from another School or internally from one Section to another will ensure that they take into account a pupil's previous history so that the necessary support is given to ensure successful integration.

An approximate gradation of sanctions at Ipswich School is: *reprimand ... yellow card ... extra work ... lunchtime detention ... sending to senior member of staff ... after-School detention ... Headmaster's detention suspension ... expulsion*. Tutors are informed of all but the most trivial misdemeanours so that they can build up the 'broader picture'. Most sanctions are automatically reinforced by a letter or telephone call to parents. All sanctions are recorded on the School systems and are monitored by the Heads of Section.

Within the School, teachers may give extra academic work if a pupil is behind with his/her work and also, judiciously, in other cases, remembering that it is dangerous to reinforce the idea that academic work is associated with punishment. Copying out of School Rules may be appropriate in some instances. Lines are not given, and corporal punishment is never threatened or used. No unacceptable, excessive or idiosyncratic punishments should be used including punishment intended to cause pain, anxiety, humiliation, corporal punishments, deprivation of access to food or drink, enforcing eating or drinking, prevention of contact with parents/independent listener, or helpline, requirement to wear distinctive clothing as a punishment, use of or withholding medical, optical or dental treatment. Also, with regard to boarders there should be no deprivation of sleep or locking in a room or area of the building.

Pupils may be reprimanded by the member of staff dealing with the disciplinary matter, or may be sent to a more senior member of staff.

In the unfortunate event that a pupil (or pupils) are found, after thorough investigation, to have made malicious accusations against a member (or members) of staff, appropriate disciplinary action will be considered by the Headmaster.

Class punishments are not given unless all members of a class have been involved in wrongdoing.

In addition, under the guidance of Section 93 of the Education Act 2006, physical restraint can be used to prevent a student from doing, or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour which is prejudicial to the maintenance of good order and discipline.

It is not possible to define every circumstance in which restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the categories above. Physical restraint can be used on pupils with SEN or disabilities, but must take into account an understanding of the needs of the pupil concerned and must be proportionate and reasonable. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Further guidance is available at:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Training will be given to all 'members of staff' on the circumstances in which 'physical intervention' is allowable. This is incorporated into the School's training programme.

Power to Search Pupils without Consent in School and outside School at School Events, Activities and Trips

In addition to the general power to use reasonable force, the Headmaster and other authorised staff (a male for a male pupil, a female for a female pupil, always accompanied by another staff member of the same sex), can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the School rules (for example, chewing gum).

The School is mindful of boarders' right to privacy and, only when there is a strong reason to do so, will consent be sought to search a boarder and/or his/her possessions.

Suspension or Expulsion

May be ordered by the Headmaster under appropriate circumstances – see appropriate policy.

Detention

There are three levels of detention that can be given:

- A lunchtime detention
- An after-School detention – for serious or repetitive misconduct
- Headmaster's detention – for very serious misconduct. Takes place on Saturdays from 9.00 am until 12.00 noon.

In certain circumstances, staff may wish to supervise their own detention. When this is the case, the member of staff completes a Yellow Card (see below) which is then sent home.

Exclusion from Lessons

On the rare occasion when a pupil needs to be sent out of a lesson for disruptive behaviour they are sent to a member of the Senior Management Team.

Report Cards

These are an aid to improvement rather than strictly a 'sanction'. They can be used to monitor pupils' behaviour.

Yellow Cards

May be given for poor behaviour as well as poor work and serve as 'information to parents' rather than a direct sanction.

Effort grades

Include a behaviour component.

Prefects do not punish pupils, though they may report them to a member of staff, who will take suitable action.

GOOD BEHAVIOUR

Good behaviour is encouraged by praise. Most praise and encouragement consists of verbal or written comments but also available are:

Merit Cards, which are accumulated and 'traded in' for vouchers

Cardinal and Ganzoni Cup Points

Mention in Assembly (Lower School/Middle School/Sixth Form/House/Headmaster's as appropriate) – particularly for an achievement in co-curricular areas

Half Colours and Colours – awarded termly for sports and annually for cultural achievement

Prizes and Cups – awarded at Final Term Assemblies and on Speech Day.

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