

Policy on Promoting the Good Behaviour of Students

[Summary version]

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Introduction

From its foundation, Rockbrook has sought to provide an environment that combines academic excellence, personal attention to each student and sound moral development, with a very close working relationship between teachers and parents. A school should be a happy place for students, teachers and all other staff, where people feel valued and respected and where the behaviour of all helps to ensure a good working environment and a firm but familial tone.

Promoting Good Behaviour

The day-to-day experience in Rockbrook is that students behave very well, people show respect for each other and all help each other to live up to their responsibilities within the school community. Rockbrook students also have a highly valued reputation when engaged in activities outside the school. School staff appreciate the efforts made by students. They support these efforts in the following ways:

- they seek to develop mutually respectful relationships, balancing warmth and empathy with objectivity, professional detachment, fairness and consistency.
- they involve students in the preparation of school and classroom rules.
- they allocate a range of responsibilities to students within the school community.
- they affirm good learning behaviour and give positive feedback about behaviour.
- they promote appropriate reward systems that are meaningful, that acknowledge good behaviour by individuals or groups, that are sensitive to personal factors and that are given for effort as well as achievement.

Currently the school reward system includes the following actions:

- acknowledgement of good quality work by marking it in the Student Journal
- public praise for good effort or work and the reading out of that work in the classroom.
- occasional 'fun' classes organised by a teacher as a reward for consistent good classwork
- occasional class outings organised by the Year Head for high standards of effort or work in a class group
- public acknowledgement of good or exemplary behaviour or achievements in the school assembly.
- occasional prizes awarded at assembly for high achievement (effort and attainment) in assessments.
- annual prizes awarded on Awards Day for effort, attainment, service to the school and achievements on behalf of the school.

Managing misbehaviour

- Students must observe the general rules of the school and specific rules in each classroom.
- It is recognised that the repeated correction of students, done with patience, is a normal part of the education process. This is an aspect of school 'discipline' and aims to help students acquire good social skills and to develop good habits such as order, punctuality, application to work, respect for others, self-control, good appearance, healthy lifestyle and a sporting spirit.
- Teachers make it clear to students what the expectations for behaviour are and they endeavour to positively encourage such good behaviour.
- The school Journal is used to record matters related to misbehaviour.
 - Parents are actively encouraged to review Journals. In senior classes, it can be more difficult for parents to see Journals as they may be reluctant to demand them, but the policy of the school is that all students and parents should use the Journal.
- Liaising with parents about misbehaviour is important and can help to resolve problems. The involvement of parents is a means for the school and family to work together for the best interests of the student.
- The vast majority of breaches of behaviour expectations, either inside or outside the classroom, are handled by the teacher directly involved, or by a teacher asked to become involved by a non-teaching staff member.
- When small incidents do arise, a teacher:
 - Reminds the student of expectations.
 - Re-engages the student into the work or activity at hand.
 - Provides positive direction.
- By early intervention, the school endeavours to ensure that a student avoids becoming involved in the school's Disciplinary Process. The aim is to manage the situation so as to improve the behaviour of the student and his participation in the school.
- The teacher avoids putting a student out of the classroom when the student is misbehaving.
 - However, if the teacher cannot continue with class with the disruptive student present, he places the student in another classroom by agreement with the other teacher. The teacher should bring the student to the other classroom, rather than simply asking the student to go on his own.

Recording misbehaviour

- If a teacher wishes to record misbehaviour, the teacher notes it in the student's Journal using the RM note (RM = 'Record of Misbehaviour'). This is a teacher formally recording misbehaviour.
- An RM note is used to record:
 - A student's disruption to the learning in the classroom, or
 - A student's disruption outside the classroom, or
 - A student's disrespectful behaviour toward a member of staff, or
 - Any other misbehaviour which should be recorded.

- While a teacher will always try to avoid giving an RM note, by handling the matter through positive engagement, if a student resists a patient attempt to correct him on a specific point of behaviour or attitude, the teacher will record this in the Journal using this note.
- When putting in an RM, the teacher:
 - Describes the action(s) of the student which led to the note being given.
 - Informs the student's Year Head.
- Upon receiving an RM, the student must get it counter-signed:
 - By his Year Head, and
 - By his parents.
- Other notes are available to the teacher, such as for lateness (L), incomplete homework (IH) or unexcused absence from the lesson (UA); these are generally not deemed matters of misbehaviour, especially if they are once-off.
 - They are written into the Journal as a reminder to the student to do better next time, and for the attention of Year Heads, mentors and parents.
 - Teachers do not need to refer these notes to the Year Head, as they will be seen when signing the Journals. The Year Head will also liaise with mentors to get to the root of *why* students are late, not doing homework or are absent.
- However, *consistent* notes for lateness, incomplete homework or unexcused absence from the lesson *can be* deemed to be matters of misbehaviour due to repetition, and a teacher may wish record this using RM in the Journal.

Entering into the Disciplinary Process

- When misbehaviour starts to be recurrent, the school recognises different stages in its management of it, running from Stage 1 to Stage 6 of the Disciplinary Process.
 - Stage 1 – On Notice
 - Stage 2 – On Report
 - Stage 3 – Internal Reflection Day
 - Stage 4 – Monitoring
 - Stage 5 – Temporary Suspension
 - Stage 6 – Permanent Suspension (Expulsion)
- The aim of the school is to keep students *out* of this process, but if a student does enter it, the school will then provide support to the student at each step of the way to avoid, if at all possible, the student going any further in it. The goal is not to push the student along through the process once he has entered it, but rather to use the process as a way of improving his behaviour. Entering the process is a serious matter, as once a student has gone past Stage 1 and entered Stage 2, he cannot revert back to an earlier Stage from a more advanced Stage during the current academic year.
- Misbehaviour may be cumulative, working its way upwards through the Process from Stage 1.
- Misbehaviour can also be sudden, that is, a serious incident that clearly calls for immediate action. In this instance, the student enters the process for the first time at an advanced Stage (Stage 3, 4 or 5).

A more detailed version of this policy is available in the school.