



SHORE

REWARDS AND DISCIPLINE POLICY SUMMARY

Revised 2012

Developed jointly by the Discipline & Academic Committees

March 2000

OVERVIEW

The general aim of the School's discipline policy and practices is to develop self-discipline. At all times, boys are expected to accept responsibility for their actions and behaviour. The focus in junior years should be on making boys aware of the consequences of their actions by rewarding them for good behaviour and utilising sanctions for inappropriate behaviour.

Discipline is a learning process, which must have its roots in caring for each boy. Hence discipline must seek to target a boy's actions and not his personality. It should ascribe to him dignity and respect if the process is to be effective.

- ❖ The boy must be included in the discipline process.
- ❖ Boys must understand clearly the rules and expectations that they must meet and the consequences of not doing so.
- ❖ Appropriate behaviour must be reinforced continually by rewards and encouragement. This should precede and follow the application of sanctions.
- ❖ Staff must be consistent in applying sanctions.

Punishments must not be retributive but meaningful, administered by the person awarding the punishment. They must be aimed at improving the boy's behaviour.

The rules of the School are clear, simple and few, incorporating respect for a person's rights and the property of others. Staff must ensure that each boy has a clear understanding of the expectations of behaviour and effort in their classes.

Boys at the School have rights and responsibilities and the infringement of others' rights, or failure to meet responsibilities, must have consequences.

Members of Staff are encouraged to be responsible for their own discipline rather than relying in the first instance on the School's formal, supportive structure. This gives the individual staff member direct authority over boys and will be a more effective form of punishment.

A. ENCOURAGEMENT AND POSITIVE REINFORCEMENT

The importance of encouragement and positive reinforcement cannot be overemphasised. The presentation of academic awards at House meetings in front of a group of boys is highly beneficial for the promotion of the School's academic culture.

Whilst prizes awarded at Speech Day present an ideal opportunity to recognise many boys who have achieved in the academic sphere during a year, the following opportunities should be utilised:

- Headmaster's Award for Academic Excellence (Years 7-12)
- Headmaster's Award for Academic Merit (Years 7-12)
- Credits for Academic Performance (Years 9 & 10 only)
- Pink Cards for Work or Conduct (Years 7 & 8 only)

The purpose of these awards is to encourage boys to produce work of the highest possible standard in absolute terms or relative to their ability. Heads of Department have developed internal procedures to identify and stimulate such work within their own Departments.

The publication of a list of boys [*Academic List*] achieving academic credit in the Shore Weekly Record and the awarding of certificates to boys in front of their peers [*Academic Excellence, Academic Merit*], provide recognition of outstanding work.

B. DISCIPLINE

General Information

1. The basis of good discipline is of course good teaching. A class that is kept interested and active has no opportunity or incentive to misbehave. However, from time to time it is inevitable that sanctions have to be applied. Though the School does provide a centralised system of punishments it is stressed that punishments applied personally by the individual are likely to be far more effective even though this procedure may be more inconvenient at the time. Such individual sanctions will normally take the form of getting a boy to repeat work or do extra work or detaining a group after school or for part of a lunch time. In such cases, however, staff should be mindful of the possible effect of such action on sporting practices and teams. The absence of one boy from a rowing crew's training, for example, could well be serious, inasmuch as the training for the rest of the crew could well be nullified and the work of a colleague impeded. In cases where a detention is likely to have this sort of effect staff should carefully weigh the pros and cons of such action and consider a possible alternative. The coach of the team or crew should always be kept in the picture.
2. Corporal punishment was banned by Act of Parliament in 1995. It is School policy that corporal punishment is not to be used to discipline students.
3. If a staff member wishes to remove a boy temporarily from a classroom he may do so only provided that the boy is placed where he is under constant supervision. During class time the School is responsible for providing adequate supervision of each boy and this responsibility is delegated to each member of staff. Removal from the classroom constitutes a serious matter for it states that a member of staff is not prepared to teach a boy. Because of the implications of this, it may require the Deputy Headmaster or Headmaster's attention and the involvement of parents. Certainly, if a pupil warrants such treatment, then he must be punished in some way and it is insufficient to move him from the room and leave it at that. It should always be borne in mind that the School has contracted to teach boys who attend, and staff are contracted to undertake this duty.
4. In general, new members of staff are strongly advised in cases of disciplinary difficulty to make use of the School's extensive system of pastoral care and to seek advice from, or have consultation with, other members of staff who have some responsibility for the boy or class concerned. Such members are (in some form of ascending seniority) the Tutor, the Head of Department (especially in cases of poor work), the Housemaster, Deputy Headmaster and the Headmaster. The latter two should not normally be approached as a first measure, but are both available as a final line of advice and support.

Staff are strongly advised against assuming that the penalty is the only part of the punishment. The process of penalising a boy begins with drawing his attention to the offence and then explaining why the offence is contrary to the interests of the community and often to those of the boy himself. It follows from this that a boy must never be left in any doubt as to why he is being punished; if a boy is genuinely uncertain of the reason, this must be regarded as a serious omission on the part of the staff member concerned.

Remember: **PUNISHMENT = PROCESS + PENALTY**

Finally, let it be understood that whilst punishment is often necessary and salutary, the voice of praise should always be louder than the voice of blame.

- Prefect's Detentions
- Litterbug
- Drills
- Backwork
- Friday Detentions
- Saturday Detentions
- Internal Suspension
- External Suspension
- Withdrawal

3 PRINCIPLES FOR AN EFFECTIVE **REWARDS** SYSTEM

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