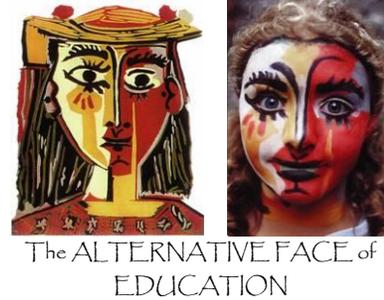


Sands School



Promoting good behaviour

The School Meeting has created an approach to discipline that deals with infringements of school rules. The approach has evolved over more than twenty years and applies to all members of the school irrespective of age or position. New students have most of the key rules explained to them in their preliminary interviews (see Prospective Student Booklet). Regular attendance of the weekly school meeting then allows students and new staff to develop a deeper understanding of these principles.

We have tried, where possible, to rely on common sense. It takes the place of most of the rules that other schools refer to. But there are still small number of fixed rules set out in the Prospective Student Booklet which cover wanting to be at Sands, Drugs and Alcohol, Smoking and Useful Work. Otherwise it is up to the School Meeting to make and change the 'little' rules that we all feel make life more straightforward.

There are also set consequences for anyone breaking those rules (though if they feel that a decision has been unjust the individual concerned can appeal to School Council to have a punishment cancelled). The School Council's job is to investigate problems and infringements as they arise and then refer proposals back to the School Meeting for ratification. Tutors are very often advocates for students who have broken rules and they are called before Council or Meeting.

The ultimate authority in discipline issues is the School Meeting which has the powers normally invested in a headteacher and a governing body. It is there, at the School Meeting, that serious offences are eventually discussed and resolved. However, most infringements are dealt with on an individual basis before they need to reach the School Meeting. The aim of this approach to discipline is to be more than the quick fix of an infringement by encouraging reflection. Resorting to fixed punishments would hamper this positive process. It also allows us to tailor punishments, when necessary, to the character and needs of the student. For example, if a student is consistently late for class because they are in town or socialising, then helping the student understand the value of respecting their own learning, that of their peers who are disturbed by late arrivals and the

teacher's efforts may not be achieved through punishment. A more effective solution would often be found by engaging the student in designing a consequence that reflects their perception of the problem. In our experience, the student who is 'heard' and not punished will create a set of limits to their own behaviour that may be very similar to those that others would have imposed anyway. They often actively enforce their own rules more vehemently than those imposed from outside. It also needs to be said that the School Meeting still retains the authority to set a punishment if it feels it would be wise or if they feel the perpetrator is insincere.

In extreme cases we do have the power to suspend ("exclude") or expel ("permanently exclude") but such decisions would require a lot of debate and such meetings, despite their arduous nature, are some of the most rewarding and re-inspiring events in the school when one witnesses the wisdom and clarity that students can bring to demanding situations. The steps taken before a suspension or exclusion are set out in the school's Discipline and Exclusions Policy which is available on the website or from the school office.

Policy log

Last reviewed	September 2016
Agreed by	Staff meeting
Review frequency	Annual
Comments	
Links	Prospective Student Booklet
	Sanctions Book
	Discipline & Exclusions Policy
	Info for Parents web page