



## WESTMINSTER UNDER SCHOOL

### Policy on Behaviour, Rewards and Sanctions

<b>Written by:</b>	ERK & MJW
<b>Version number:</b>	5.1
<b>Effective date:</b>	September 2024
<b>Summary of changes:</b>	Small edits but changes reflecting the School's new twenty values
<b>Approved by:</b>	Ed Comm
<b>Related policies:</b>	eSafety Policy Anti-bullying Policy Policy on Physical Handling and Physical Restraint
<b>Audience:</b>	Governors, parents, staff
<b>Last version:</b>	V4.01 - September 2022
<b>Next review date:</b>	September 2025
<b>Person(s) in charge of review:</b>	Assistant Master, Pastoral; Deputy Master

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In accordance with the Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (32)(3)(a) of the Education (Independent School Standards) (England) Regulations 2015 all independent schools are required to have policies on pupil discipline and exclusion, which are to be made available to all parents and prospective parents. This policy has been developed upon the document *Behaviour and Discipline in Schools (2014)*.

## **Introduction**

As a school and as a community, we naturally want to support and protect our boys; promoting their emotional well-being and ensuring a secure and safe learning environment is paramount to their development. We also strongly encourage boys to adopt the highest standards of behaviour and moral values at all times: in short to be the best versions of themselves. Throughout the School we aim to teach them to look out for others, always to act thoughtfully and compassionately and to demonstrate mutual respect for all. Positive actions, good manners and good relationships are essential to the development of bright, curious boys who wish to be life-long learners and outstanding citizens who contribute to a positive society.

This policy aims to foster these attributes within our School community and underpins the strong pastoral ethos of the school. It also aims to:

- Enable all boys to develop habits of self-discipline and the attributes of a good citizen.
- Encourage an understanding of how, through good behaviour, our boys can become ‘fine young men’, highlighting the importance of their conduct and the overall impression they give in lessons, around and outside School.
- Set the standards and rules of behaviour for boys attending Westminster Under School, outlining the rewards used to encourage good behaviour and the sanctions applied in the event of any misbehaviour.
- Reinforce that the spirit of the School's approach is to be positive when and wherever possible, believing that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem.
- Reinforce that rewards will always have a greater effect on influencing behaviour than sanctions. Whenever possible, desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers. For example, we celebrate boys who demonstrate the School’s Core Values, which are displayed in classrooms and around the School.

Particular consideration will be given to those pupils with special educational needs and/or disability (SEND), as well as those for whom English is an additional language (EAL) when considering behaviour, discipline and sanctions. All members of staff should be aware of who is on the SEND Register and should consider each pupil’s ability to adhere to the conventions and rules according to their individual differences. At times, it may be appropriate to delay issuing a sanction until the SENDCo has been consulted: Appendix 5 should be consulted for specific guidance on issuing Scels to boys on the SEND Register.

Westminster Under School is an inclusive community and we welcome boys and staff from a wide range of ethnic and social backgrounds and faiths. The School is strongly committed to promoting equal opportunities for all members of its community, regardless of cultural background, linguistic background, gender, race, religion, belief, pregnancy or maternity, sexual orientation or gender reassignment; we treat everyone as an individual, aiming to develop the whole person so that they are well equipped to take their place in the modern world.

## **Values**

Central to the School's ethos are our Values which underpin all that we do, and we are proud to be a Values Based Education (VbE) School.

VbE is an educational philosophy that fosters an ethical vocabulary and moral framework within the school community, embedding universal values into both the curriculum and everyday life. Unlike traditional values education, which teaches about values, VbE allows students to actively experience and practice them. The foundation of VbE lies in adults modeling these chosen values, fostering an ethical vocabulary to help pupils express complex ethical ideas, and providing opportunities for reflection. This approach helps pupils develop self-awareness, ethical understanding, and positive relationships, preparing them to navigate and contribute positively to the wider world.

We embrace 20 values that we learn, practice, reflect upon and celebrate. Over a two-year cycle, we dedicate one month during the school year to focus on each value, ensuring they are deeply ingrained in our daily lives.

Our 20 values:

**Respect, Humility, Integrity, Inclusivity, Resilience, Courage, Commitment, Ambition,  
Kindness, Altruism, Service, Loyalty, Happiness, Humour, Optimism, Grace, Curiosity,  
Innovation, Creativity, Collaboration.**

## **Roles and Responsibilities**

The School endeavours to encourage good habits of work and high standards of behaviour across the community; we view education as a partnership and expect that the Governing Body, staff, parents and boys adhere to established roles, responsibilities and routines. We expect these standards to be maintained both inside and outside the classroom, as well as away from the School, fostering a spirit of trust and co-operation across the School community.

### **Staff**

We believe that appropriate praise and consistent reinforcement of positive behaviour is essential to boys' development and that of positive relationships between staff and pupils. As such, and as outlined in our Staff Handbook, all staff are expected to promote and celebrate good behaviour and self-discipline amongst pupils, both informally and formally through the procedures outlined in this policy. Staff are also expected to deal appropriately with any unacceptable behaviour using the procedures outlined in this policy.

The implementation of a strong and fair behaviour policy, which is understood by the whole community, is underpinned by consistency; through regular training and updates, the School endeavours to ensure that all staff apply all these standards consistently and fairly.

While staff acceptance and tolerance of pupils' behaviour may sometimes vary given the specific circumstances and content of a lesson or activity, behaviour which does not allow constructive teaching and learning is unacceptable and all staff have a duty to ensure that such disruption is not tolerated.

The behaviour of individual boys, classes or year groups is also discussed during weekly Staff and Safeguarding meetings and in pastoral meetings with the Heads of Year and the Assistant Master, Pastoral. It is also discussed at Senior Management Team (SMT) meetings, where necessary.

As part of their induction, new staff receive information and training about the School's procedures for behaviour management, rewards and sanctions from the Deputy Master or the Assistant Master, Pastoral. A breakdown of staff specific roles and responsibilities for Pastoral provision can be found in Appendix 1.

Members of staff should promptly record any incidences of misbehaviour on the WUSMIS system – see the Record Keeping section below. It is good practice to record this information as soon as possible so that the relevant people are automatically informed. Parents have a right to any written records, no matter how recorded.

## **Boys**

The School Council, School Prefects and House Officials have together produced a **Code of Conduct** for the pupils that is explicitly linked to School's twenty Values. The Code of Conduct is visually displayed in every classroom and can be found in Appendix 2 of this document. Expectations of the Code of Conduct are also clearly explained in whole School, Year Group and House assemblies and are also reinforced by Form Tutors during form time and PSHE lessons. This Code of Conduct outlines the way in which we expect all boys at the Under School to behave.

All boys are also expected to be aware of the need for school rules to help create a safe and supportive environment and to help with the day-to-day running of the school. They are expected to conduct themselves both in and out of School in a manner befitting of attending Westminster Under School. The understanding of what is expected of them and why, and the consequences of poor behaviour, is essential in helping them to develop their self-discipline. The School Rules can be found on the School website and in Appendix 3 of this document and are designed to encourage positive behaviour and self-discipline, which are fundamental life skills. The School Rules also sets out, in some cases, what is forbidden. These are displayed around the School in poster form.

Importantly, pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported – open communication is essential and we encourage boys to report any misbehaviour or other inappropriate behaviour that they see to an adult. Older boys with positions of responsibility are given basic Safeguarding training. All boys are continually encouraged not to be bystanders and to report concerning behaviour without fear of retribution.

Additionally, we believe that the ethos of, and respect for, the School are enhanced by Pupil Voice; wherever possible we encourage and listen to constructive suggestions from the boys in Form Time, via the Suggestions' Box, in half termly School Council and weekly Prefect meetings.

## **Parents and Guardians**

Parents who accept a place for their son at Westminster Under School agree to uphold, support and adhere to the School's Behaviour, Rewards and Sanctions Policy, School Rules and Values when they sign the Terms and Conditions contract. Where the behaviour of a pupil repeatedly or seriously falls below the expected standard it is expected that the parents will work in partnership with the School to ensure that good behaviour is upheld and improvements are quickly and measurably achieved. This will likely involve mirroring the School's restorative approach (see Appendix 4), with conversations at home having a similar tone to those at School.

As well as being provided with information on expected behaviour and pupil wellbeing via the School's website and weekly newsletter, Acta Adriana, parents are invited to workshops and talks throughout the year organised by the School and by the Westminster Under School Parents' Association (WUSPA).

The School's sanctions for serious misbehaviours, that is Scels and beyond, is designed so that parents are kept informed, initially via automated emails, of their son's misbehaviour and the restorative and disciplinary process that follows. This is good practice as it helps to manage parental anxieties and expectations and also helps to prevent the problem from escalating further or being repeated. This communication makes it clear that the School is dealing with the problem and therefore parents should not be provided with the opportunity to 'manage' the disciplinary process or sanctions that may emanate from it.

However, parents should be part of the solution to any ongoing, repeated behaviours, and the Parents' Terms and Contract insists that they co-operate with the School on such matters, trusting the staff's judgment and experience when dealing with boys. Boys will inevitably make some mistakes in the process of learning to become an outstanding citizen and dealing with the fair repercussions of those mistakes is an important learning opportunity.

## **Serious Behaviour**

### **Bullying**

Everyone at Westminster Under School has the right to feel safe and secure and to be treated with mutual respect and kindness. The School will not tolerate harassment, bullying or other anti-social behaviour. Our Anti-bullying Policy, which can be found on our website, makes it clear our commitment to this aim.

### **Child-on-Child Abuse**

Children can abuse other children. This is referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) severe bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating hazing-type violence and rituals. The School's Safeguarding Policy makes clear our commitment to take immediate and strong action on any incidences of child-on-child abuse. The unequivocal message is that all staff

should treat peer-on-peer abuse as a potential safeguarding matter that needs to be referred to the DSL (or Deputy DSLs in the DSL's absence) immediately.

### **Safeguarding**

The School will consider whether significant negative behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, or if the behaviour is causing, or likely to cause harm, to another child. Where this is the case, the matter will be reported to the Designated Safeguarding Lead following the school's Safeguarding Policy and the procedures set out in that policy will be followed.

### **Reasonable Force**

Westminster Under School does not use corporal punishment. We reserve the right for our staff to use reasonable force to control or restrain a boy in specific circumstances when immediately necessary (see Physical Contact and Physical Restraint Policy).

The Education and Inspections Act 2006 enables school staff to use 'such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing, or continuing to do, any of the following':

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the boy himself)
- Prejudicing the maintenance of good order and discipline at the School, or among any boys receiving education at the School, whether during a teaching session or otherwise.

The Act also defines who has the legal power to use reasonable force:

- All members of school staff
- Any person whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school-organised trip.

In line with the Education and Inspections Act, any physical restraint used will also comply with Department for Education (DfE) and Local Education Authority (LEA) guidance.

Staff will inform the Deputy Master at once after they have needed to restrain a boy physically. A written record must be made and submitted to the Master for retention. A discussion will then take place between the staff member and the Deputy Master about why it was necessary to use physical restraint and to plan follow-up actions for managing that individual boy's behaviour while in School. Parents are informed as soon as possible after the event.

### **Transition of Boys into, within and beyond the Under School**

When boys join the School, a feeder school may choose to submit a report of pastoral and behavioural records about a boy to ease any transition difficulties. Any Safeguarding concerns are



also shared by the Designated Safeguarding Leads as a matter of course. To ease the transition period for new boys further, existing Under School pupils are assigned the role of ‘Buddy’ and Prefects and House Officials are encouraged to help new boys during break and lunch times in the first few weeks of term.

As pupils move through the School there is a smooth transfer of appropriate supportive information between teachers on a need-to-know basis so that pupils may have continuity of care and encouragement. This will include a full understanding of the best ways of promoting good behaviour in particular pupils, and an encouragement of a ‘clean slate’ approach. Pupils will also have opportunities to get to know their next Form Tutor before the end of the previous academic year.

When boys progress to the Great School, the Deputy Master, Assistant Master (Academic) and Assistant Master (Pastoral) of the Under School meet with Westminster School colleagues to discuss any academic, pastoral, safeguarding or disciplinary issues. Similar transition meetings also take place between the members of staff responsible for SEND at both Schools, to ensure that all relevant information is passed on.

Any Safeguarding records are passed to all senior schools in line with current guidance.

## **Rewards**

The School takes pride in celebrating the many successes, in a wide range of disciplines, of its pupils and in communicating these both to them and to the wider school community. We believe that celebrating success is a far better form of motivation than the use of sanctions, something consistently backed up by research.

Teachers celebrate pupil successes both in and outside of the classroom and seek to provide positive, constructive feedback. Individual and collective achievements and successes are acknowledged and communicated via the Master’s weekly newsletter, Acta Adriana, and in the annual School magazine, The Vincent. In addition to this, the School has several formal means of recognising outstanding behaviour, effort and attainment.

## **Value Certificates**

Pupils who demonstrate specific good behaviour linked to a Value, and in turn have contributed positively to the school community, may be awarded a Value Certificate. Boys are nominated by their teachers and can be presented with their certificate in Whole School, Year Group and House assemblies.

## **Beneficium**

Pupils who demonstrate consistently exemplary behaviour across several of the School’s Values may receive a Beneficium (Latin: kindness, favour, benefit, service, support). Boys are nominated by a member of staff and will receive the award in Assembly from the Master.

Typically, three to six boys from across the School would receive a Beneficium each term.

### **Caught Being Great**

All members of the School community can recognise boys who have been observed doing something nice, kind or similar. These acts can be written on a card and posted into our ‘Caught Being Great’ post box. Every two weeks, the Prefects read over the cards and select a few to be read out in Friday’s whole School assembly. These are then displayed on the ‘Caught Being Great’ display board for everyone to see.

### **Dignius (or ‘Digs’)**

**Dignius** (plural **Digniora**) is a Latin term meaning ‘a worthy or commendable thing’. Pupils usually call these Digs and they are the Under School’s equivalent of House Points. They are recorded by staff on class lists on the Westminster Under School Management Information System (WUSMIS).

### **Digs are awarded for:**

- Everyday academic endeavours such as a good piece of work, effort in a lesson or diligence with a task.
- Everyday good behaviour both inside and outside of the classroom, for example performing a spontaneous kind act.

Teaching and non-teaching staff are encouraged to award Digs. To ensure consistency across the staff body, typically one or two Digs would be awarded for any one piece of work or positive act with an absolute maximum of three Digs for any one piece of work or positive act.

### **Dig Badges**

Over the course of an academic year, boys will be awarded Dig Badges for accumulated Digs. Boys can potentially earn a total of four Dig Badges in an academic year (Bronze, Silver, Gold and Platinum). This is a recognition of a consistently good approach to all aspects of school life. These badges can be worn but are also intended to be a collectable item for the duration of each boy’s time at the Under School.

Below are the Dig targets, which may change from time to time after being reviewed:

Bronze Dig Award	75 Digs
Silver Dig Award	150 Digs
Gold Dig Award	200 Digs
Platinum Dig Award	300 Digs

Digs also count towards the Digniora Cup, a prize awarded to the House with the highest number of Digs at the end of each term. The Digniora Cup is awarded to the Head of House during the final Prizegiving Assembly of each term. This enables all boys to contribute to the success of their House, helping to create a team spirit and a sense of communal responsibility for behaviour. House Masters or Officials provide regular updates on how many Digs each House has earned on the House Notice Board.

At the end of each term's final Prizegiving Assembly, the two pupils with the most Digs in each form are awarded a voucher.

### **Praemia & Dignissima (sing. Praemium and Dignissimum)**

Pupils who show **exemplary academic achievement** may receive a Praemium (a 'prize') in Years 3 – 5 or a Dignissimum ('something very worthy') in Years 6 – 8. They are awarded for:

- An exceptionally good piece of work
- A pattern of high achievement

Praemia and Dignissima are acknowledged with the presentation of a certificate by the Master in a whole School Assembly.

### **School Prizes**

Prizes are awarded for a range of achievements - academic, pastoral and extra-curricular - at the end of term 'Celebration Assembly.' Examples include:

- Form Effort and Form Progress prizes
- The Work Cup (for highest effort across Houses based on effort grades)
- The Miller Sportsmanship Cup for Juniors and the Stewart Sportsmanship Cup for Seniors
- Booth-Clibborn Reading Award
- The Master's Cup (usually awarded to a boy who has done something special outside of home or school – for example, something special in the community)

## **Behaviour Monitoring**

### **Sanctions**

In order to achieve a consistent approach to sanctions at the Under School, we use a progressive scale of sanctions to help boys and staff distinguish between different levels of poor behaviour. The type of sanction issued should always be appropriate to the seriousness of the incident, the context in which it occurred, as well as to the previous history of the pupil concerned.

Within our scale of sanctions, staff acknowledge that their response should be prompt, proportionate and fair. They should have confidence in their own judgment and discretion in enforcing the appropriate sanction.

The School recognises that sometimes boys will make mistakes but that often these can be seen as learning opportunities in themselves. As such, we apply a restorative approach when dealing with boys' misbehaviour; as detailed below, several of our formal sanctions lead to a restorative conversation (Appendix 4) with the aim of helping the boy to see why his behaviour was wrong and to help him improve in the future.

#### **Level 1 - Informal Methods**

Minor day-to-day offences, which are accepted as not being unusual for boys of this age to display can be dealt with by the least invasive forms of intervention, such as:

- i. Non-verbal intervention (e.g., a look or a tap of the table) with positive group correction also being used if necessary (e.g., a quick verbal reminder to all, "We're following along in our books.")
- ii. Private individual correction (Quietly saying to a boy, "Thomas, put your pen down.")

This is often sufficient in 'nipping in the bud' these behaviours quickly and easily.

#### **Level 2 – Dots**

On the occasions where such strategies are not sufficient, the more formal sanction of a 'Dot' can be issued. Dots are issued across the School for repeated low-level misbehaviour and repeated organisational issues. They are recorded by staff on a class list on WUSMIS.

The issuing of a Dot is a quick public correction.

- iii. Public correction – the pupil's initials will be placed in the 'Warning' column of the class Rewards and Sanctions Chart.
- iv. Consequence - if their poor behaviour continues, the pupil will receive a Dot.

#### **Behaviours warranting a Dot include, but are not limited to:**

Low Level Misbehaviour:

- i. Calling out inappropriately
- ii. Talking to peers when the teacher is talking
- iii. Inappropriate comments or questions designed to disrupt others or the lesson

- iv. Not following instructions promptly
- v. Needing reminders to stay on task or not to chatter
- vi. Rocking on a chair
- vii. Moving around the classroom without permission
- viii. Making silly comments
- ix. Not focusing on the task at hand
- x. Talking in assembly
- xi. Repeated uniform offences (where deemed that this is a behavioural issue rather than an organisational one)
- xii. Lack of submission of homework (where deemed that this is a behavioural issue rather than an organisational one. Members of staff should be aware that this may also be indicative of difficulties at home which may not be the boy's fault and therefore warrant further investigation)

#### Organisational Issues\*:

- i. Arriving at a lesson without the appropriate equipment without good reason
- ii. Arriving late to a lesson without good reason
- iii. Failing to hand in homework on time without good reason
- iv. Forgetting to bring in appropriate Games equipment without good reason
- v. Failing to attend a study group or break time session without good reason
- vi. Failing to return a library book on time without good reason
- vii. Failing to wear the appropriate school uniform without good reason

\*Whilst all Dots issued are tracked and monitored, those issued for repeated organisational issues are specifically focused on as these issues may be indicative of an underlying issue impeding a pupil's learning - this issue might not be immediately obvious on a teacher-by-teacher basis. These underlying issues may, for example, be an undetected SEND diagnosis.

The School takes the view that repeated organisational issues, resulting in an accumulation of Dots, can sometimes have a reason behind them and seeks to help the pupil by constructively unpicking those reasons and helping them to move forward by employing the appropriate support mechanisms.

If a pattern begins to emerge - for example that a pupil continues to receive Dots for organisational issues following an initial detention, restorative conversation and target setting - the boy's Head of Year will liaise with relevant staff for additional practical support to be put in place. This may involve arranging assistance from a friend, a Prefect, an adult or general extra organisational support. Should this not remedy the situation, the School's Head of Learning Development will become involved to see what additional

intervention and support would address and improve these organisational issues.

The accumulation of a certain number of Dots within a two-week period results in a Scel (see Level 3). The two-week period becomes live on receipt of the pupil's first Dot rather than on a fixed-week basis. According to the year group, the following number of Dots within a two-week period will tally up to a Scel:

Years 3 and 4	6 Dots
Year 5	5 dots
Year 6	4 Dots
Years 7 and 8	3 Dots

Form Tutors will keep an eye on the tally of Dots their pupils have received via WUSMIS. When appropriate, for example when a pupil is getting close to receiving a Scel, they may meet with that pupil to discuss this in a restorative manner, helping them see why their behaviour is wrong and how to improve in the future to help the pupil avoid this converting to a Scel.

### **Level 3 – Scelus**

A **scelus** (plural **scelera**) is a Latin term understood in School to mean a 'bad thing'. Boys and teachers usually call these Scels. A Scel should not be issued lightly and should be given for:

- a) An accumulation of Dots over a period of time, as outlined above.
- b) A single unacceptable behaviour. In serious cases of misbehaviour, a pupil may be fast-tracked to being issued directly with a Scel. Serious cases of misbehaviour include, but are not limited to:
  - i. Dishonesty
  - ii. Any physical actions that hurt or cause hurt to another boy
  - iii. Malicious damage
  - iv. Deliberate disrespectful behaviour

For each Scel received, there is always a restorative conversation (Appendix 4) with a member of staff, followed by a detention. This restorative conversation is important in helping the boy to see why his behaviour is unacceptable and in helping him improve his behaviour going forward. The conversation also helps the School to learn if there is an underlying reason behind the poor behaviour choices, for example, difficulties at home, difficulties sleeping, difficulties accessing the curriculum, friendship issues, and so on. Restorative conversations should happen no later than the day after the Scel has been issued.

The number of Scels a boy receives within a half term decides the member or staff with whom this restorative conversation occurs and the length of the detention which follows:

<b>Number of Scels received in a half term</b>	<b>Detention and Restorative Reflection</b>
One	<p style="text-align: center;">10 minutes – <b>Form Tutor</b></p> <p>Pupil spends 10 minutes going over reasons why received Scel with their Form Teacher. Notes written up on MIS pastoral</p>
Two	<p style="text-align: center;">20 minutes – <b>Head of Year</b></p> <p>Pupil misses 20 minutes of lunch break. Their Head of Year goes over reasons why Scel was given. Opportunity to reflect and set targets. Notes written up on MIS pastoral.</p>
Three	<p style="text-align: center;">Full Lunch Break -<b>Assistant Master Pastoral</b></p> <p>Pupil missed entire lunch break (after they have eaten). Meets with Assistant Head, Pastoral. Reflective discussion and form completed, then boys given task to help out a teacher</p>
Four or more	<p style="text-align: center;">After-school detention <b>Deputy Master</b></p>

For each Scel received, parents receive an automatic email notification this is scheduled to be sent at 5 pm that day, outlining why the Scel was issued, who the restorative conversation will be held with and what length of detention their son will be required to attend.

We expect parents to trust the School’s judgment and to support the issuing of the sanction. Parents are generally not expected to get involved with punishments within School except for when the behaviour has necessitated the involvement of the Deputy Master or the Master. However, as mentioned earlier in the policy, mirroring the School’s approach at home, with restorative conversations and agreeing clear expectations of behaviour, will also help to prevent future incidents.

Where a boy gets several Scels in a short period of time, something has clearly gone awry and this will be investigated immediately and therefore may fall outside of the usual Scel and detention system. It is possible, for example, that a period of time using a Report Card, to monitor behaviour on a lesson-by-lesson basis would be appropriate, or that boys would lose some of their privileges on a short-term basis.

In the case of repeated poor behaviour in a short space of time, it would be very likely that parents would be involved to see whether there were any background factors for this change in behaviour.

### **Boys with Special Educational Needs and/or Disability (SEND)**

Consideration is given to those pupils with special educational needs and/or disability (SEND) when considering behaviour, discipline and sanctions. The school will ensure that sanctions do not breach any other legislation and will be reasonable in all circumstances. Along with the Assistant Master, Pastoral, the School's Learning Development Department is involved in planning and carrying out any programme of behaviour management for a boy with SEND.

### **Scels for pupils with SEND**

Teachers are aware that for pupils with (SEND), disruptive behaviour may be a result of their specific learning difficulty and particular consideration will be given to these pupils. When issuing a Scel to pupils on our SEND register, teachers follow a separate SEND Scel Referral procedure (See Appendix 5). It is imperative that all members of staff know which boys are on the SEND register, even if they do not directly teach them.

### **Confiscation and Searching Pupil's Belongings**

There are occasions when it may be necessary to confiscate property from pupils, for example if a boy is playing with a tennis ball in the corridor. Normally confiscated property should be returned to the boy at the end of the school day. Members of staff should not destroy confiscated items as they remain the property of the pupil. Valuable items that have been confiscated, such as a mobile phone, should be given to the School Office to look after during the school day. The Office will keep a record of who has had phones or similar items confiscated so Heads of Year can issue sanctions as appropriate.

Anything that is not considered appropriate to return to a pupil, for example because it is dangerous, should be kept by the School and an arrangement made with parents for its collection.

In the case of a pupil's belongings needing to be searched, normally that boy would be present. Where this is not possible or desirable, another member of staff would normally also be in attendance. Belongings include possessions in cubby holes or lockers, items inside School backpacks, Games bags, pockets and anything else brought into School. Boys are given access to cubby holes or lockers on the understanding that they can be searched by a member of staff, at any time, for any item, whether or not a pupil is present.

### **Other Punishments**

From time to time a more appropriate punishment may be employed, for example, if a boy has willfully damaged the environment in Vincent Square, a period of supervised litter picking to restore the environment may be more suitable.

If a pupil has deliberately disobeyed clear rules or there has been a breakdown of behaviour, it may be appropriate to withdraw a pupil from an upcoming school trip where there are often longer periods of unsupervised time and more hazards. This decision will be taken in conjunction with the Deputy Master or the Master, and the parents will be informed in advance of the reasons.



### **Pupil Ownership of Behaviour**

The pupil 'Behaviour Log' is a tool designed to encourage positive behaviour and self-discipline amongst our boys. Within the WUSMIS, boys can access their personalised 'Behaviour Log' and track their live Digs, Dots and Scels.

All Dots and Scels are wiped clean at the end of each half term, providing a 'clean slate' for the following half term.

### **Detentions**

All detentions take priority over any other non-curricular activity.

### **Scel Detentions**

Form Tutors will notify boys of their detention, and its format (Form Tutor, Head of Year or Assistant Master Pastoral).

### **Deputy Master's Detention**

In the case of an after-school detention with the Deputy Master, a notice period of a least twenty-four hours will be given to the parents.

### **Master's Detention**

Master's detentions for a particularly serious incident that falls just short of a fixed-term exclusion may be longer than a standard detention or may take place on a Saturday morning. Again, a notice period of a least twenty-four hours should be given.

### **Fixed-Term and Permanent Exclusions**

Fixed-term and permanent exclusions are only considered for very serious acts of indiscipline. Fixed-term exclusions are the most serious internal punishment that the School can give and will remain on the boy's school record and as a result may be reported to any future schools where references are requested.

Occasionally it may be in the best interests of a pupil, for example, if they are extremely distressed after an incident of poor behaviour, that they go home for the rest of the day so that they can calm down. This is not considered a fixed-term exclusion.

Fixed-term and permanent exclusion are given for very serious acts of indiscipline such as:

- extreme or persistent bullying, racism or harassment
- stealing
- extreme or persistent violence, actual or threatened, against a pupil or member of staff
- sexual abuse, assault or activity
- smoking, illegal drugs (possession and/or use) or alcohol (consumption or possession)
- significant vandalism or willful damage to School property
- going significantly out of bounds

- persistent misbehaviour when normal disciplinary measures have failed
- carrying an offensive weapon

The Master may punish these offences with a fixed-term exclusion (permanent in the case of drugs or sexual activity) but each case will be examined on the circumstances. In most cases the period of exclusion will be between 2 and 5 days.

The Master will decide what specific punishment will be imposed in all circumstances described above. A fair hearing is given before action is taken, with a member of staff present (usually the boy's Form Tutor, Deputy Master or Assistant Master, Pastoral).

If the Master decides to exclude a child, either for a fixed-term exclusion or a permanent exclusion, there are specific procedures to follow, which are set out in Appendix 6.

### **False Allegations**

It may also be necessary to act within the terms of this policy should there be an allegation against a member of staff by a pupil that is proven to be unfounded and malicious.

As stated in the Protection of Harassment Act: 'If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to the local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.' In the event that an allegation is shown to have been deliberately invented or malicious, the Master should consider whether any disciplinary action is appropriate for the pupil who made it.

For both pupils or other people who have been proven to have made unfounded and malicious allegations, the Police should be asked to consider whether any action might be appropriate against the person responsible for the false allegation. In September 2010 the Crown Prosecution Service published guidance for the Police on harassment under the Protection from Harassment Act 1997.

### **Record keeping**

In the case of serious behaviour and disciplinary matters, all adults working in School will maintain a record of incidents, dialogues and concerns.

As records may become crucial to the resolution of a behavioural problem or an appeal against a possible fixed-term or permanent exclusion, it is especially important that accounts given by pupils and staff are immediately written down as a record; events and reactions often occur in quick succession and if recalled retrospectively, accuracy can be lost and replaced with a more subjective impression of what happened.

All adults in School will make notes and keep records of serious misbehaviours, normally using WUSMIS. This record keeping enables relevant members of staff to be informed of particular behavioural issues and events, so that they might also provide continuity of care for individual children. This record also provides a reliable basis on which to identify trends and to support individual children. Written notes should record the actual words used and must be dated. Electronic storage often helps ensure the pinpointing of events because both emails and WUSMIS

entries are automatically saved with time and dates, together with identification of the sender.

All staff must consider that their notes and messages may become part of official records produced to a wider audience in an appeals process, and that parents always have a right to request this information about their child.

## **Appendix 1 - Staff Specific Roles and Responsibilities specifically relating to Behaviour, Rewards and Sanctions**

### **Form Tutors (assisted by Form Support Tutors)**

- Form Tutors have day-to-day responsibility for the safety, wellbeing and behaviour of pupils in their forms. They are expected to have high expectations, maintain good discipline, help pupils develop their self-discipline, and to encourage and reward effort and achievement in all spheres of School life.
- They are the first and main point of contact with parents and staff about all aspects of a pupil's behaviour and development.
- Form Tutors will be informed and consulted on any behavioural and pastoral issues involving pupils in their form.
- They monitor their pupils' Dots and Scels, offering advice and guidance to pupils where needed, and always set high expectations for them. Pupil Digs are also monitored.

### **Heads of Year**

- Oversee and monitor behaviour and pastoral provision within their year group and support the Form Tutors, Form Support Tutors and pupils on a day-to-day basis.
- Heads of Year greet boys in their year group each morning on arrival at School and are a visible presence in the year group. They may also flag emerging issues with pupils directly to try to 'nip things in the bud'.
- Where additional intervention and/or support for a boy is required beyond that of the Form Tutor, they liaise with other relevant members of staff and/or parents to best the boy's needs. The majority of behavioural issues are expected to be dealt with by the Head of Year without the day-to-day active involvement of the Assistant Master, Pastoral.
- Heads of Year typically make SEND or Counselling referrals about boys in their year group.
- Heads of Year also monitor and maintain behaviour records for their pupils on WUSMIS, ensuring follow-up notes and resolutions are added where appropriate.

### **The Assistant Master, Pastoral**

- The Assistant Master, Pastoral supports Heads of Year, Form Tutors, Form Support Tutors and all pastoral staff, for example, the School Counsellor, on a daily basis.
- They will be aware of everyday issues that Form Tutor and Heads of Year are dealing with without necessarily having active involvement.
- Where additional intervention and/or support for a boy is required beyond that of the Form Tutor and the Head of Year, they liaise with other relevant members of staff and/or parents to serve best the boy's needs. Serious misbehaviour may be escalated to the Assistant Master, Pastoral immediately.

- They monitor overall trends in Cura, Dots, Digs and Scels.
- Support staff with any specific challenging behaviour from individuals or groups alongside the Deputy Master.
- Responsible for whole-school approach to behaviour, rewards and sanctions as well as pastoral provision.
- Maintain the bullying log and actively be involved with investigating incidences of bullying or behaviour which could be construed as bullying.
- Oversee the detention register and supervises detentions for up to three Scels per half term.

### **The Deputy Master**

- The Deputy Master is also the DSL, and so any behaviour which could constitute a Safeguarding concern should be directed directly to them (or in their absence a DDSL). Similarly, any behaviour which may constitute peer-on-peer abuse is also dealt with by Deputy Master.
- Liaise with the Assistant Master, Pastoral in investigating incidences of bullying or behaviour which could be construed as bullying.
- Supervises detentions for any boys with more than three Scels per half term.
- Support staff with any specific challenging behaviour from individuals or groups alongside the Assistant Master, Pastoral.

### **The Master**

- The Master has overall responsibility to the Governing Body for ensuring appropriate standards of discipline within the School are met, for setting the tone, and the promotion of, positive behaviour.
- Decides the outcome of any incidences which may result in fixed-term or permanent exclusions.
- Supervises Master's Detentions.

### **The Governing Body**

- They endorse the principles and the underlying Behaviour, Rewards and Sanctions Policy.
- They act as a critical friend to the School, asking questions of key staff to ensure that the agreed policy is being followed and to see if things can be done better.

## **Appendix 2 – Pupil Code of Conduct**

### **COMMITMENT**

- We are dedicated to the WUS community and to our learning, interests and passions
- We always follow the School Rules and conduct ourselves in a safe and proper manner
- We are focused on being always the best versions of ourselves

### **COMPASSION**

- We are kind to ourselves and to others
- We are empathetic and tolerant
- We are helpful and polite

### **DILIGENCE**

- We believe in ourselves, even when we face difficulties and challenges
- We are hardworking, persistent and resilient
- We always try our best

### **INTEGRITY**

- We respect other people, their opinions and their property
- We are honest (even if it is hard admitting our mistake) and trustworthy
- We are modest and humble in our successes

### **RESOURCEFULNESS**

- We think for ourselves
- We are creative, dynamic and enterprising
- We are curious learners and risk takers

### **SERVICE**

- We are generous and charitable
- We volunteer in the local community
- Through fundraising, outreach and educating ourselves on social and environmental issues, we support the local and global community

## **Appendix 3 – School Rules**

These School Rules have been made to help the smooth and safe running of the School ensuring the entire School community know what behaviour is and is not acceptable. They are non-exhaustive and reasonable rules not mentioned here can be applied. Appropriate sanctions will be issued for breaking School Rules.

### **Hours**

1. Unless ill or otherwise agreed with the School in advance (e.g., a medical appointment confirmed in advance by parents via email or telephone call) all boys should be in school at the designated times: School opens at 8am and boys should aim to be in well before 8.15 am, the latest arrival time; School finishes between 3.20pm for the boys in the Junior Department and 4.25pm for those in Year 8.
2. No boy may leave the premises during school hours without the specific permission of a member of staff.
3. Lateness:
  - a. If a boy arrives after the 8:15 am gate closure, he must enter the building via the main Reception and report his arrival to the Receptionist as soon as he arrives and before going to his form room, to assembly or to any other activity.
  - b. If a boy has not been picked up ten minutes after the designated end of school, he must wait to be collected with a member of staff in the Late Room or near Reception.

### **Bounds**

1. All School buildings, including the Sports Centre and Vincent Square, are out of bounds before 8 am and after 4.25 pm unless boys need to enter the School Office to speak to a member of staff or are taking part in a supervised school activity, such as an Extra. School buildings, the Sports Centre and Vincent Square are closed to boys at the weekend and during the holidays unless agreed in advance, e.g., a Saturday morning fixture.
2. When in School, the following places are out of bounds to all boys:

#### **School Buildings:**

- a. Any door normally kept locked, or any area shown to be out of bounds by signage or locks, e.g., stock cupboards, shower areas, staff lavatories, server rooms, departmental meeting rooms, the Common Room, etc.
- b. In George House, anywhere away from the Dining Hall or the Art Department must only be accessed when accompanied by a member of staff, such as the Learning Development Office, the Large Conference Room and other meeting rooms. Areas above the first floor are completely out of bounds at all times.
- c. The only School room always available to boys during morning and lunch break is the School Library. Otherwise, all boys should be out on Vincent Square unless taking part in a supervised activity agreed in advance, e.g., Mensa Mensarum, an orchestra, and individual music lesson, Debating Society, etc.
- d. During wet breaks, boys should remain in their Form Room or attend the School Library. For their own safety, boys are expected to remain sat down during any wet

break while playing sensible games.

### **Vincent Square:**

- a. During break and lunch times, the Small and Large Courts and the Activity Course on Vincent Square are used throughout the year. Only in the Election term are the main grass areas and the nets to be used – they are otherwise out of bounds.
- b. Some areas can only be accessed when a member of staff is present, e.g., the nets.
- c. The Pavilion is out of bounds outside of PE lessons and Games sessions.
- d. The minibus car park may only be accessed when authorised by a member of staff.
- e. The following areas are always out-of-bounds: the leaf collection area near the Activity Course, the Groundsmen's offices and storage buildings, the Staff Car Park, the Head Groundsman's accommodation and other staff accommodation, e.g., Old Lodge.

### **Behaviour**

1. All boys are expected to conduct themselves in a manner appropriate to the ethos and status of Westminster Under School, not just in lessons but around School more generally. This includes, but is not limited to, behaviour in corridors and locker rooms, the Dining Room, outside breaks and wet breaks inside, while lining up, on trips and visits and when given instructions by a member of staff.
2. When crossing the road between Adrian House and Vincent Square, and between Adrian House and George House, all boys in Years 3 – 7 must be crossed by an adult. Boys in Year 8 can cross the roads themselves after reinforcement of road crossing rules at the beginning of the academic year.
3. When crossing roads and walking along pavements, e.g., between School and Vincent Square or School and St Stephen's Church, all members of the School community should be aware that there are other members of the public using the pavements. Accordingly, boys should never run and should be alert to those users, sensitively moving out of the way when appropriate and safe to do so.
4. All boys must have a sensible lunch in the Dining Room at the allotted time. Only in exceptional circumstances can food be brought in from home and when given permission in advance by a member of the Senior Management Team.
5. Card games, collectable cards and similar (meant for recreation) can be played during morning and lunch breaks. Outside of these times, recreational games can only be played with the agreement of a member of staff. Cards should not be traded or swapped.
6. Inside the Small and Large Courts, only authorised footballs or basketballs may be used. Boys should always be mindful of sensible and appropriate behaviour: excessive force is not permitted (e.g., so that a ball goes over both fences out into the road) and neither slide tackles nor overhead kicks are permitted.
7. During Election term, any ball games played outside the Small and Large Courts should only involve small foam balls, tennis balls or another ball expressly permitted by a member of the Sports' Department.
8. Running, playing with balls or other physical games inside any school building is not permitted.
9. Eating inside a School building (except in the Dining Room) is not allowed. Healthy snacks are allowed at morning break and at the end of the School day if a boy is attending an Extra and should only be eaten in the Courtyard or other approved location. The only exception to this rule is during wet break when snacks may be carefully eaten in the boys' form



- rooms, ensuring no mess is left behind. With the permission and supervision of a teacher, a birthday cake, or similar, can be eaten inside a Form Room.
10. Snacks should always be healthy – sweets, crisps, chocolate, sugary biscuits, fizzy drinks etc. are not allowed. Chewing gum is forbidden.
  11. Boys travelling to or from School, on the street, on a coach provided by parents or by public transport, should behave in a manner which represents the school in a suitable way, remembering that in wearing our uniform they are representing the Under School. Any misbehaviour that takes place on the way to School, or on the way home from School will be treated as if it has taken place within School.
  12. Normal School Rules and behaviour expectations apply to minibus and coach travel when boys are travelling for the purpose of trips, Games and Sports fixtures. Seatbelts must be worn at all times and must not be removed during the journey.
  13. Any form of littering is not permitted; boys should always tidy up after themselves and all litter should be put into the relevant bins provided. Recycle as much as you can!
  14. Respecting the natural environment on Vincent Square, including all plant and animal life, is essential. No deliberate harm to anything should be made.
  15. Within School buildings, respecting the learning environment is essential. As well as tidying up after themselves, boys should tuck in chairs and straighten tables at the end of lessons and in the Dining Room after they finish their lunch. Display boards should not be picked at, nor should pins and Blu-Tak be removed. Any books removed from shelves should be neatly returned and belongings should never be left in corridors or on the floor of locker rooms.
  16. In the Dining Room, it is expected that boys should have good table manners: they should always use their knife and fork; they should eat with their mouths closed; they should not talk with their mouths full; and they should clear away their tray appropriately leaving nothing behind on the table. Where appropriate it is expected that boys help to ensure the table and surrounding area is left clean and tidy.
  17. All boys must sign and adhere to the School's Pupil Internet Use and Acceptable Use Policy. There is more detail in the School's eSafety Policy. Actions which take place outside of School, e.g., at home, but which have an impact on School, such as a boy discussing, sharing or encouraging others to access inappropriate material, will be treated as having taken place within School.
  17. Although dealt with in more detail in the eSafety Policy, no photographs or other recording (e.g., by audio recording) should be made on anything other than School equipment with the direct permission of a teacher. No material which includes other boys should be posted on any platform without the express prior permission of all those in that material. Deliberate accessing of restricted material, such as hacking, or impersonation of others will be taken extremely seriously.
  18. The deliberate copying of material, whether from another boy or found from another source, e.g., the internet, and then submitted as their own, is plagiarism and is not permitted.
  19. The use of Generative AI programmes for school work is not permitted, unless agreed in advance with the relevant member of staff.
  20. Boys should always report to a member of staff anything which makes them feel uncomfortable or anything that they know to be wrong, e.g., bullying behaviour. 'Being a bystander' is not acceptable.

## **Expectations within Lessons**

1. Boys should come to each lesson ready to learn and equipped with the correct materials to enable them to do so.
2. Boys should stand when a teacher enters the room, stop what they are doing and remain silent until the teacher asks the boys to sit down.
3. Positive behaviour within lessons is always expected: boys should get involved, put their hands up to ask and answer questions and listen to any teacher feedback.
4. Work completed should be each boy's best effort.
5. At the start and end of the lesson boys should check their uniform to ensure that they are smart

### **Language, tone and giving a positive impression**

1. The words we use (language) and how we say them (tone) are critically important. Always be aware of who you are speaking to and how you come across both in your language and your actions. If you get something wrong or give the wrong impression to someone, do not be afraid to apologise.
2. Always act and speak respectfully, including with your friends but also with adults in the School and to those visiting the School.
3. Teachers, other adults and visitors should generally be addressed with forms such as Sir, Miss X, Mrs X, Mr Jones, etc. Boys are expected to respond positively, with eye contact, when spoken to (unless there is a specific SEND need).
4. Words or phrases used deliberately to offend are not permitted. Things said to deliberately hurt or offend will be treated extremely seriously. Repeated actions may be considered bullying and would be addressed with the Anti-Bullying Policy.
5. Words or phrases that are discriminatory in nature are absolutely forbidden and particular care should be taken with slang words as they may often have a meaning that is not intended. No language should be used that is discriminatory to any protected characteristic. These include words or phrases used to express opinions about or to criticise someone's:
  - a. Age
  - b. Appearance
  - c. Disability
  - d. Race, including colour, nationality, ethnic or national origin
  - e. Religion or belief, or non-religious belief or worldview
  - f. Sex
  - g. Gender reassignment
  - h. Sexual orientation
  - i. Accent or having English as an Additional Language (EAL);
  - j. Pregnancy or maternity status

### **Property**

1. All books, clothing and everything a boy uses at School (including watches and pens) must be clearly marked with the owner's full name.
2. Valuable articles or larger sums of money should not be brought to School. All valuable items are brought to School at the boy's own risk.
3. All boys are allocated a cubby hole (for boys in Years 3-5) or a locker (for boys in Years 6-8). Boys are given access to cubby holes or lockers on the understanding that they can be searched by a member of staff, at any time, for any item, whether or not a pupil is

present. Teachers will normally only search a locker or cubby hole with another adult present.

4. Boys are not allowed to go into another boy's locker without a member of staff being directly present and for good reason.
5. All breakages must be reported at once to a suitable member of staff who will then report the accident to the Deputy Master. Where willful or careless damage occurs, boys will be asked to contribute towards the cost of repair or replacement. Scribbling or doodling (graffiti or any other type of marking property in any unauthorised way), whether in books or on school property, will be treated as willful damage.
6. Age-inappropriate objects or activities are entirely forbidden. This includes objects or activities which are harmful or illegal.
7. Boys may not conduct any form of gambling, trading, selling or unauthorised business ventures in school or using school facilities.
8. Electronic games are not to be brought to School unless specific permission is granted. The school takes no responsibility for loss or damage to any of these items brought into school.

### **Mobile Phones and Watches**

1. Mobile phones may only be brought to School by pupils who travel to or from school independently.
2. Mobile phones must always be powered off during the school day, including before or after school activities. Turning a phone into standby mode, or switching it to silent, is not sufficient. Additional rules apply for trips which do not finish at School.
3. Boys are encouraged to send a text or make a call at the School entrance to let parents know that they have arrived safely or are leaving to head home.
4. During school, mobile phones should be locked in each boy's locker, not kept on their person or in their bag which they take from room to room.
5. Apple Watches and Fitbits, or any equivalent, in school are not encouraged and are only permitted when entirely offline. Connecting to a phone or the School's Wi-Fi is not allowed.

### **Bicycles or Scooters**

1. Bicycles or scooters must be left in the School bike racks in the courtyard and should be locked. There is additional space for bike parking in Vincent Square, near the car park, if needed.
2. No responsibility for the safety of bikes or scooters is accepted by the School.
3. Boys cycling or scooting to and from School must wear a helmet.
4. Bicycles must have lights when needed (e.g., in the early morning and evening in winter).
5. No boy is allowed to be carried on any part of a bicycle which is being ridden by another boy or to use, or to interfere, with another boy's bicycle.
6. Cycling within the School grounds is forbidden.

### **Dress and Appearance**

1. Every boy must wear the correct school uniform: either 'normal' uniform or the correct Games kit.
2. Boys must always appear smart and tidy – we want boys to be proud of representing the School. When wearing winter uniform:

- Top buttons should be fastened
  - Tie appropriately and smartly worn
  - Shirt tucked in
  - Trousers of appropriate length and without holes
  - Jumpers must be worn to School and during any School assembly but can be taken off during lessons
  - Coats should be of a style suitable to wear with school uniform and should be dark in colour.
  - School shoes should be overwhelmingly black
3. This rule applies to all weekdays during term, going to and from School and when taking part in any official school activity or match. Uniform will be checked by teachers at the start and end of every lesson.
  4. Summer and winter uniform should not be mixed.
  5. Hair should be worn reasonably short and tidy and of uniform length. It should be neither artificially coloured nor artificially styled (e.g., gelled hair). The Master has the final decision on what is an acceptable style.

### **Arrival at School and Lateness**

1. Registration in form rooms takes place at 8.20 am and before afternoon School. The doors to School open from 8.00 am and boys should be in school early enough to be settled and set-up for the day by 8:15am.
2. If a boy arrives after the 8.15 am gate closure, he must report his arrival to the School Office as soon as he arrives and before going to his Form Room, to assembly or to any other activity.

### **Off Games**

1. Boys who are 'off games' are not usually permitted to go home early.
2. Boys who are 'off swimming' will normally go to the venue and complete some work or read a book.

## **Appendix 4 - A Restorative Approach**

The purpose of a restorative approach to behaviour resolution is to shift the focus from one of “school rules have been broken” to an understanding of the consequence of school rules having been broken and the people and relationships that have been harmed, or the potential for this to have happened.

In a traditional approach to behaviour management, justice often focuses on proving guilt, whilst with a restorative approach justice identifies needs and responsibility. Furthermore, rather than an emphasis on punishment, a restorative approach focuses on accountability and understanding the impact and repairing harm done. A restorative approach will often take a 360-degree view, including all parties in the restoration. Overall, a restorative approach encourages the pupil to take responsibility for their behaviour, to apologise for actual or potential harm caused and to work towards positive outcomes.

### **Six Simple Restorative Questions**

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done/what has happened?
- How have they been affected?
- What do you think you need to do to make things right?

### **Four Questions for someone who has been hurt**

- What did you think when it happened?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

## **Appendix 5 - SEND Scel Procedure: the ABC Behaviour chart**

This ABC chart can be used to record behavioural concerns.

The teacher wishing to issue a Scel must complete sections 'A' and 'B' of the chart:

- 'A' stands for antecedents, that is what happens immediately before the behavioural outburst and can include any triggers, signs of distress or other contextual information.
- 'B' refers to the behaviour itself and is a description of what happened during the outburst or what the behaviour 'looked' like.

The Assistant Master Pastoral or the Head of Learning Development will complete section 'C' having both spoken to the pupil involved and consulted each other.

- 'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the pupil.

## **Appendix 6 – Responsibilities of the School for Fixed-Term and Permanent Exclusions**

If the Master commences an investigation which may lead to a fixed-term or permanent exclusion appropriate, there is a set procedure to follow:

The Master must inform the parent without delay. This will ideally be done by telephone and the telephone call will be followed by a letter within one school day. The letter will include information about:

- the nature of the offence and the results of any investigation to date;
- that the sanction may be a fixed-term temporary exclusion or a permanent exclusion may be imposed;
- the parents' right to state their case to the Master and if that is not satisfactory then to an Appeal Panel;
- whom they should contact to do this, (the Chair of Governors,) and the latest date that the parent may give a written statement to the Appeal Panel;
- the parents' right to see their child's school record under the Education (School Records) Regulations 1989. Under these regulations, the Master must comply with such a request within 15 school days, although in exclusion cases compliance should be prompt;
- telephone number for the Advisory Centre for Education. The (ACE) exclusions information line is 0207 704 9822 or [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

The decision to exclude for a fixed-term will be notified to the parent in writing with reasons. If the School determines that a child should be excluded for a fixed period, the Master will provide the parent in writing with information as to:

- the period of the fixed-term exclusion;
- the arrangements, such as setting work, to allow the child to continue their education during the fixed-term exclusion. The correspondence will be easily intelligible and in plain English.

During the academic year 2023-2024 there were 2 fixed term exclusions.

### **Appeals**

If parents or guardians wish to appeal the exclusion then they must do so in writing to the Chair of Governors, within one week of the letter notifying the parents or guardians of the exclusion. The Chair of Governors will establish an Appeal Panel to consider the appeal. This Appeal Panel will consist of three members including an independent person to act as Chair of the Panel.

The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The parents or guardian may bring a representative to the meeting. The Master will not be a member of the Panel but will be asked to present the supporting facts and materials. All letters and documents relied on by the Master shall be made available to the parents or guardian prior to the hearing. The parents or guardian or their representative may ask questions of the Master or may raise any relevant matter for the consideration of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parents or guardian or their representative, or in the absence of the Master.

At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:

- The exclusion is confirmed
- The exclusion is rescinded
- The exclusion be rescinded and replaced with an alternative sanction.

The recommendation shall be communicated to the Chair of Governors, the parents or guardian and the Master.

Every child has a right to confidentiality – information will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence.

If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Master will write again to the parent with the reasons for this decision.

Before resorting to permanent exclusion, the School will normally try alternative solutions (for example, a restorative justice process – whereby the harm caused to the ‘victim’ can be redressed).

In extreme circumstances the child’s case may be referred by the Master to the Chairman of Governors, who must then consider whether or not the child remains in the School, having first considered reports from the Master and relevant staff and having taken into account any views put forward by the child’s parents. A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional ‘one-off’ offence has been committed.

Parental co-operation forms part of the contract between the School and all parents of pupils at the School. A refusal to abide by the terms of an exclusion may be considered a breach of contract.