



BEHAVIOUR, DISCIPLINE and EXCLUSIONS POLICY

Aims

The purpose of this policy is to support the effective teaching and learning at Whitgift School by providing a structure within which positive behaviour is encouraged and supported through the recognition and appreciation of achievement in all aspects of School life. It also aims to provide a fair and consistent system of sanctions which addresses the needs of the individual as well as those of the School community as a whole. In developing this policy, the School has referred to the advice Behaviour and Discipline in Schools (January 2016).

It is also important, under the Equality Act 2010, any pupils with special educational needs/disabilities are treated fairly and that reasonable adjustments are made for these pupils. This may mean leniency on the points system or when giving a punishment it may be at a lower level. These decisions will not be taken lightly though and will involve discussions with relevant senior staff such as the Headmaster, Second Master, Assistant Head, Heads of Year, Boarding Housemaster, and the Head of Learning Support.

Pupils also join Whitgift from a variety of different schools and also at different times throughout the year. It may take time for them to settle and for them to fully appreciate the high expectations of behaviour that exist at Whitgift. There will be a period of transition for these pupils but they will still need to follow our School Rules. Continued breaching of the rules will result in more serious punishments.

This policy should also be used in conjunction with the following policies:

- Safeguarding
- Behaviour Management Unit
- Substance Use and Misuse
- Use of Reasonable Force

Recognition of achievement

Boys thrive on praise and to this end we aim to celebrate success and achievement in all fields on a regular basis. Positive encouragement and congratulations are offered as a matter of course in lessons and outstanding pieces of work are highlighted and recognised in a variety of different ways departmentally across the School.

Academic success in the form of effort, achievement and progress in classwork and homework are recognised in the form of Achievement codes, which are entered electronically by staff on the SIMS system for the First Form. The First Form Team then tally these weekly and termly, and award prizes as follows:

First Form (Termly)

15 Merits	Certificate
20 Merits	£5 Book Token

Third Form

In the Third Form, achievement is recognised through a number of initiatives: an updated weekly tally of achievement codes across each year (organised per form) is published on the Third Form Noticeboard so boys remain aware of each other's successes as a community; we hold half-termly "Achievement Breakfasts" – wherein boys enjoy a breakfast together and a chance to share their accomplishments – to recognise the top 15% of boys in each year group who have shown significant improvement in terms of their individual effort and/or their academic achievement between grade cycles.

Lower School

In the Lower School, teachers are also encouraged to make use of the Commendation system to reward exceptional effort and achievement. Commendations may also be earned for anything a pupil does which sets a new standard for them personally or for others to follow; for example, good conduct, helpfulness, leadership and other qualities which make a genuine contribution to School life. First Form commendations are awarded fortnightly and are an opportunity to meet with members of the year group team in the Lower School Library on a Friday morning to be congratulated.

In addition to individual year group commendations, Lower School Commendations are awarded termly to three boys in each year group who display consistent excellence on an academic, co-curricular and / or social level. These boys are named in the year group newsletter alongside their achievements and are invited to an 'Awards Breakfast' with the Head of Lower School and other senior staff to receive their certificates.

Sporting and co-curricular successes, as well as achievements outside school are regularly recognised in year group assemblies and in particular at the Celebration of Whitgift Life assembly in the summer term. A culture of acknowledging the achievement of others is encouraged and thus these assemblies and the termly newsletter play an important part in recognising accomplishments across the school, as do the photographic displays that are prevalent in the corridors.

Upper School

In the Upper School, Heads of Year and Housemasters have the opportunity to offer encouragement and to recognise pupil achievement in Year group assemblies and House meetings. Formal prize-giving events, such as the Celebration of Whitgift Life, provide an opportunity for the Headmaster publicly to recognise and reward achievement, progress and contribution to all aspects of School life. School Colours (Half and Full), in the form of colours blazers and ties, are awarded to pupils who have made an exceptional contribution to the co-curricular life of the School.

Also, excellent effort or achievement in class or with homework or excellent participation in House activities or generally good contributions to school life can be recognised by staff by entering an achievement point on SIMS. This will be followed up by Form Tutors and Heads of Year and when a number of these have been collected it will result in a phone call home and / or a congratulatory letter home and meeting with Senior Staff.

Routine Order

Good discipline is the foundation on which the School is able to base the standards and values which are imparted to pupils. Respect for others, regard for authority and a sense of community are more easily learned in an ordered environment. By virtue of acting in *loco parentis*, teachers have a legal duty to maintain good order and discipline and to safeguard pupils' health and safety at all times whilst under School discipline. We aim to set the highest of standards in all we do.

Classroom standards

The standards typically expected of Whitgift pupils in the classroom are set out below. Staff will wish to apply the standards in various ways depending on the type of lesson, the dynamic of the particular class and, of course, the age of the pupils concerned, but it is expected that these standards will be adopted as the norm at Whitgift so that all pupils are clear of the School's expectations of their behaviour in the classroom.

Start of Lesson

- Pupils should be punctual and appropriately dressed
- Seating arrangements are the prerogative of the member of staff
- Pupils should stand in silence
- Classroom should be neat and tidy
- Pupils should be instructed to get out necessary equipment immediately or should have equipment out before the member of staff arrives
- The correct equipment should be brought to the lesson
- Those having failed to do their homework should indicate at this stage

Work Ethic

- Instructions from staff should be obeyed promptly and accurately
- Pupils should engage fully with the tasks set
- All pupils are expected to contribute to a lesson
- Homework tasks and the date homework is due should be written down by all pupils before the end of the lesson

Expectations of Behaviour

- Pupils should stand when a member of staff enters the room
- An appropriate level of noise should be maintained at all times, with silence if requested
- No talking when the member of staff is talking or when another pupil is making a contribution to the lesson
- No shouting out, pupils should put up a hand to answer
- No mocking or criticising other pupils
- Pupils should respect and listen to what others pupils may contribute
- Pupils should remain in their seats unless permission to move is granted by the member of staff

End of Lesson

- Pupils should stand in silence
- Classroom should be tidy and free of litter
- Desks should be arranged neatly with chairs stored beneath them
- Pupils should leave in an orderly manner

Disciplinary sanctions

Corporal Punishment is not administered at Whitgift School. In addition unacceptable, excessive or idiosyncratic punishments will not be used by pupils or staff, including any punishment intended to cause pain, anxiety or humiliation, deprivation of access to food or drink, enforced eating or drinking, prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline, requirement to wear distinctive clothing as a punishment (or night-clothes by day as a punishment), use of with-holding of medical, optical or dental treatment, deprivation of sleep, excessive fines or locking in a room or area of a building.

It is essential that all teaching staff accept their responsibility for the maintenance of good order and discipline both in their lessons and in and around the School. **Pupils will inevitably interpret non-intervention by a member of staff as tacit approval of the misdemeanour and it is therefore very important that a member of staff should point out inappropriate behaviour to a pupil there and then.**

In many cases a timely word from a member of staff will be all that is required and a teacher should not resort to the use of sanctions unless it is felt that a serious or repeated offence has been committed. SIMS is used to note any poor behaviour in lessons using the Behaviour Management Module. It is then followed up by Form Tutors and Heads of Year when a pattern or a number of codes are noted regarding poor behaviour. When a punishment is required the following sanctions are available:

Extra Work

This may be set to be done in the pupil's own time with a 48 hour deadline or in a personal detention during the break, lunch break or after school. Departments run departmental clinics and detentions to help with academic problems or when pupils are not focused in lesson or with homework, otherwise the colleague concerned should normally supervise the detention him/herself. Where the pupil is "double-booked", colleagues should consult to establish priorities. For an after school detention, pupils should be told in good time, and preferably 24 hours' notice should be given, particularly for younger pupils. It might be the case that, when the detention is proposed for after school the same day, pupils cannot attend this detention and, therefore, an alternative date should be organised.

School Detention

Held on a year group basis on Fridays (along with other times as necessary), 4.00 – 5.00 p.m. or, exceptionally, 6.00 p.m. for serious infringements of academic or behavioural discipline. Where there is doubt about the appropriateness of the sanction, the Head of Year should be consulted. A letter is sent home regarding this punishment.

First Form Homework Club

Held daily from 4-5pm Monday-Thursday in the Lower School building. This is an opportunity for boys to complete homework in a classroom, with the additional support of a member of the Year group team. It also allows for the opportunity for collaborative work between boys.

Behaviour Management Unit

If a pupil is particularly disruptive during a lesson and does not respond to discipline from the teacher then they can be sent to the Behaviour Management Unit. The pupil is sent to the School Office (or library) with work and a senior member of staff, who is on duty for that lesson, will then see the pupil immediately. The member of staff may decide to take the pupil back to lessons then or, if the situation is more serious, it may mean time away from lessons until the matter is looked into further. Sanctions will then follow if necessary after investigation. Pupils may also be taken out of lessons to be spoken to or supervised separately when investigating an incident.

School Duty

Mostly as a result of a duty slip issued by a Prefect for minor infringements of the School rules or for persistent disobedience. The most common duty is to help clear up in the Dining Hall.

School Service

This takes place on Wednesday, 4.00–5.30 pm or Friday, 4.00–5.30 pm when boys do useful jobs about the school and is a sanction for unacceptable behaviour. The Proctor should be informed if a colleague wishes to give a boy a School Service. Mr Adrian Norris, Assistant Head and Mr Richard Martin, Proctor, have the day-to-day oversight of the above procedures. A letter is sent home.

Lower or Upper School Detention

In the case of very poor behaviour it may be deemed necessary to give a more serious punishment but it may not warrant the seriousness of a Headmaster's Detention. An intermediate step is a Lower or Upper School Detention. These take place on Fridays for the Lower School and Saturday mornings for the Upper School and there are one per Half Term. These are given by the Head of Lower or Upper School or Proctor and a letter is sent home regarding this punishment. The Headmaster, Second Master, Deputy Headmaster, Assistant Head, Head of Lower School, Head of Upper School and the Proctor may issue this sanction only.

Headmaster's Detention

In the case of a serious breach of School Rules, the Headmaster, Second Master, Deputy Headmaster or Assistant Head may place a pupil in a Headmaster's Detention, when his presence, in School uniform, will be required for three hours on a Saturday morning.

Typical offences that will result in a Headmaster's Detention are listed below:

- wilful damage to or defacing of School property or irresponsible behaviour liable to cause damage;
- interference with another pupils' possessions;
- absenting oneself from lessons or other compulsory School functions without permission;
- antisocial behaviour including bullying
- deliberate attempts at plagiarism, deception or cheating;
- grossly discourteous, disobedient or insolent behaviour towards staff;
- possession of forbidden articles;
- persistent disruption in lessons;
- persistent lateness to school;
- repeated failure to hand in homework or coursework;
- Failure to make proper use of the education provided;
- dangerous behaviour likely to result in injury to someone;
- the possession, viewing and distribution of pornographic or other offensive material;
- bringing the name of the School into disrepute.

The list is not exhaustive and it is important to appreciate that the overall seriousness of an incident will always be assessed and may require a more serious disciplinary response. These pupils will have been seen by either the Headmaster, Second Master, Deputy Headmaster or Assistant Head regarding their behaviour and may well be seen following the HMDT where appropriate.

Exclusion

The Headmaster may temporarily exclude any boy from School or may require the permanent removal of any boy:

- for a major breach of the School Rules;
- for exercising a harmful influence in any way;
- for failing to make proper use of the teaching provided at the School, including where this failure is to the detriment of other members of the School;
- for any other good or necessary reason.
- for making malicious accusations against staff.

In the event of temporary exclusion of a pupil at Whitgift, the parents of the excluded pupil can expect the following:

- A letter from the Headmaster or a senior member of staff providing details of the temporary exclusion.
- The letter will clearly state the following:
 - the reasons for the temporary exclusion;
 - the length of the exclusion;
 - the date on which the excluded pupil is permitted to return to school.
- The Head of Year will liaise with the Form Tutor who will organise for work to be sent home as soon as possible. Work will continue to be sent home throughout the duration of the exclusion.

Any pupil who has been temporarily excluded will be required to attend a meeting with a senior member of staff on his return to School.

