



WHITGIFT

**PASTORAL HANDBOOK**  
**2017/2018**

School years are formative years. At Whitgift School, we are as fully committed to a pupil's personal and social development as we are to his academic progress: we are also concerned with the welfare of all members of the School community. The purpose of this handbook is to inform parents of our aims, policies and procedures in pastoral matters, and should be read in conjunction with other significant Pastoral Policies such as the Safeguarding Policy, the Anti-Bullying Policy and the Online Safety Policy. By so doing, we hope to enhance the partnership between home and School as a pupil is prepared (and increasingly prepares himself as he progresses through the School) for the opportunities and responsibilities of adulthood.

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## **The School's aims are:**

- To strive for excellence in all aspects of School life, promoting a culture of achievement and the celebration of achievement.
- To offer a broad, balanced, challenging and innovative curriculum.
- To inculcate positive values of mutual respect, tolerance and self-esteem, fostering an informed and critical awareness of the mores prevalent in society.
- To apply a supportive pastoral framework, which both establishes a strong corporate identity and also allows an individual to flourish.
- To provide a stimulating and life-enhancing environment in which to live, learn and appreciate our heritage.
- To attract talented and forward-thinking staff capable of inspiring pupils in their respective fields.
- To offer a rich and broad co-curricular programme which enable both the highest levels of achievement and wide accessibility.
- To maintain excellent relations with the wider community, developing mutually beneficial links in a variety of spheres.
- To infuse a variety of areas of School life with an international dimension.
- To prepare boys for the challenges and opportunities of an increasingly technological future.

# THE PASTORAL STRUCTURE AT WHITGIFT SCHOOL

## Form Tutor

In the Lower School, boys have a form tutor for the full year and it changes at the end of every year. In the Upper School, boys have the same form tutor for the Fifth Form (two years) and then a new form tutor for the Sixth Form (two years). The Form Tutor is responsible for the supervision, guidance and care of the pupils in his/her tutor group, meeting them every morning at registration at 8.30 a.m. and, at times, teaching them one of their subjects during the week. Form Tutors keep records of attendance and academic progress for each boy in the group and are also aware of individual circumstances and needs. Form Tutors, along with other Staff, are ready to advise boys and their parents in options, university applications and possible careers. First Form Tutors are assisted by **Lower School Prefects** who attend Tutor group meetings and assemblies on a regular basis and are available to offer help and advice to younger boys.

## Head of Year

There are four separate Heads of Year: Mrs Carter for the First Year (Lower First and Upper First) extension 2196 (in Mrs Carter's absence on maternity leave, Mr Thomas will be Acting Head of First Form); Mr Michael for the Third Year (Lower Third and Upper Third) extension 2132; Mr Marlow for the Fifth Year (Lower Fifth and Upper Fifth) extension 2113; Mr Fernie for the Sixth Year (Lower Sixth and Upper Sixth) extension 2128. Each Head of Year is supported by a Deputy and a number of Assistant Heads of Year.

## Boarding

Head of Boarding, Mr Norris (extension 2941), is the member of senior management responsible for boarding at Whitgift. Founder's House Housemasters, Mr Challoner and Mr Chang, (extension 3364), are responsible for the day to day running of the boarding house, including boarder's pastoral needs.

## Heads of Lower and Upper School

The **Head of Lower School**, Mr Norris (extension 2941) and the **Head of Upper School**, Mr Brown (extension 2702) oversee the pastoral and disciplinary aspects of school life in their respective sections, guiding Heads of Year and Form Tutors and monitoring boys' progress in both academic and co-curricular activities.

## Senior staff involved in Pastoral Management

The **Assistant Headmaster (Pastoral)**, Mr Cook (extension 2205) oversees the Pastoral system and is the designated Safeguarding Lead and Child Protection Officer. He can offer confidential advice to parents and guardians on School counselling and suitable external counsellors where appropriate. He will liaise with external agencies on pastoral issues affecting boys as appropriate.

The **Assistant Head**, Mr Norris (extension 2941) is responsible for Staff Duties, the Prefect body, boys' discipline, good conduct and for ensuring that Whitgift boys have the highest standards of dress and appearance at all times. He is assisted by the **Proctor**, Mr Martin (extension 2949).

The **Deputy Headmaster**, Mr Yeo (extension 2911) is responsible for overall supervision of the curriculum, options schemes, timetable and staffing.

The **Second Master**, Mr Ellis (extension 2931) takes charge of the day-to-day running of the School.

The **Headmaster**, Mr Ramsey, has overall responsibility for all members of the School community.

## **Other members of staff with relevant responsibilities**

**Heads of Department:** responsible for his or her subject's curriculum and resources.

**Acting Head of Personal, Social, Health and Economic Education (PSHEE)** (Mrs Bolland, extension 2208): responsible for co-ordinating the PSHEE programme that operates throughout the School.

**Learning Support Department. The Head of Learning Support** is Mrs Richardson (extension 2217). She manages a team which provide a range of support to boys whose learning benefits from extra help.

**Careers and Education Guidance:** Please contact Mr Brown (extension 2702) for general issues in this area and Mr Turner, Careers Co-ordinator (extension (2202) for issues relating to the Fifth Form. Dr Lakin (extension 2707), as Higher Education Coordinator, is responsible for university applications.

**Housemasters:** are responsible for all House activities and the guidance of their House Captain and group of House Prefects.

**Senior Nurse:** (Mrs Petschi, extension 2944) responsible for first aid and general medical cover for pupils and staff, and in charge of the Medical Team (extension 2279).

**Counsellors:** there are times when emotional difficulties may impair a boy's academic progress and his general enjoyment of life. These difficulties may have their roots in a number of factors, including coming to terms with a new school environment, worries about relationships and self-image or anxieties about examinations. The Assistant Headmaster (Pastoral), Mr Cook (extension 2205), is involved with senior staff in helping boys who are experiencing difficulties affecting their life at School. He also coordinates the work of 2 professional counsellors, Annabel Roditi and Jo Ray, who work in school in term-time. Parents and boys who would like to make use of it can discuss this service with the Head of Year or Mr Cook. Should boys or parents wish to discuss counselling directly with the counsellors they can use the email [counsellor@whitgift.co.uk](mailto:counsellor@whitgift.co.uk). In addition, Mr Cook is able to refer boys, their parents and guardians to suitable external counsellors where appropriate.

The School's **Chaplain**, the Rev. Alan Bayes (extension 2223), offers consultation and counselling to all members of the School community at any time. He is available in his office most days.

The School Medical Officer, Dr Chris Wilcock, is available to provide advice on medical matters. He can be contacted via the Senior Nurse (extension 2944) or the Assistant Head (Pastoral), Mr Cook (extension 2205).

## **PASTORAL MATTERS – Contacting staff**

General concerns about day-to-day administration, work, co-curricular activities or morale should be addressed to the Form Tutor in the first instance. He/she will keep the Head of Year informed of any relevant issues.

The Head of Year or the Head of Lower/Upper School should be informed of any major change in family circumstances and should be approached if parents have concerns about the operation of the pastoral system. Academic concerns can be addressed to the subject teacher, the Head of Department, the Head of Lower/Upper School, the Deputy Headmaster or the Headmaster. If in doubt, it may be best to ask the Head of Year for advice as to whom to contact first.

Requests for **Leave of Absence** from School should be addressed to the appropriate Head of Year. Term dates are published well in advance and, with such a generous provision for holidays at Whitgift, it is expected that parents do not request leave of absence for a holiday during term time. Please do refer to the School's 'Pupil Absence From School' Policy.

In the event that a pupil is not well enough to attend school, parents must telephone the School Office on 020 8688 9222 in the morning before 9.00am. Alternatively, an email can be sent to [pupilabsence@whitgift.co.uk](mailto:pupilabsence@whitgift.co.uk) confirming the absence.

It is a requirement that parents contact the School. In the event that contact is not made, the School Office, in the morning, will telephone parents of any pupil who is absent and ask them to provide a reason. This is particularly important so we can make sure there has not been a problem for your son on the way to school. We would, therefore, be grateful if all parents could contact the School first and avoid us having to call a large number of parents. After three days of absence parents should update the School about the situation and, if possible, indicate an anticipated return date.

A signed note from parents should then be brought in by the pupil on the day that he returns to School, or an email should be sent to the Form Tutor or to [pupilabsence@whitgift.co.uk](mailto:pupilabsence@whitgift.co.uk) explaining the absence. When an email is used, the School may follow up with a phone call to verify the validity of the email. A signed note is preferred where possible.

**Money and valuables** should not be left in cloakrooms and changing rooms: rather, it is each boy's responsibility to keep money and valuables locked in his own personal locker. Boys should report any loss or damage to property to their Form Tutor and to the Head of Year. Boys' personal property should be marked with their name whenever possible; it is very hard to return unlabelled, lost property to its owner.

Boys can take any questions or problems to their Form Tutor. If they would prefer to speak directly to another member of Staff, that is perfectly acceptable and the outline of responsibilities above should prove helpful.

## **INVOLVEMENT IN SCHOOL ACTIVITIES**

A major part of a boy's personal and social development comes from his involvement in the many co-curricular activities which Whitgift School offers. We strongly recommend that he involves himself in many activities whether it be in art, music, drama, sport, School societies or School trips. He should speak to his form tutor in order to monitor his co-curricular involvement and to also suggest others areas he may wish to take part in.

## **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)**

PSHEE is a curriculum subject covering a whole range of topics which have direct relevance to the skills of everyday living and to key life choices concerning values, life styles and relationships. PSHEE is taught on the timetable in the Lower School; as a subject it is part of the Critical Reflection programme in the Upper School. Controversial legal issues are led by local Police Liaison Officers.

Mrs Bolland (Acting) (extension 2208) is responsible for the taught programme in the Lower School which covers three main sections:

- self-awareness;
- citizenship;
- health.

The main aim of PSHEE at Whitgift School is to enable pupils to acquire the qualities, attitudes, values, knowledge and understanding, abilities and skills necessary for:

- personal development;
- the acquisition of social competencies;
- responsible participation.

## **THE SCHOOL'S MORAL AND SPIRITUAL FRAMEWORK**

Whitgift School regards the moral and spiritual development of all its pupils as being of great importance. All members of the School community need to have a sense of values and an understanding of what is meant by 'right' or 'wrong'. However, the School's role in this aspect of education should not be seen in isolation. The role of parents and the wider family, society at large and, in some cases, the involvement in a particular religious faith will contribute, in a variety of ways, to a pupil's moral and spiritual development.

The following attitudes, qualities and skills are considered to be of particular importance for all members of the Whitgift community:

- a developing sense of responsibility for their own actions and of their own responsibilities to others;
- a recognition of the right of others to hold their own views and a respect for those who have different beliefs and customs;
- a sensitivity to the feelings, needs and rights of others;



- a developing awareness of, and pride in, their own unique gifts, talents and privileges and a parallel rejection of all forms of the prejudiced perception of others on the basis of class, gender, race, sexual orientation, religion or nationality;
- honesty, truthfulness and the development of personal integrity;
- a growing disposition to generosity, rather than selfishness;
- kindness to others and a clear rejection of unkindness, cruelty or bullying;
- the development of a mature sense of confidence and self-worth and a consequent willingness to lay aside arrogance;
- a willingness to look beyond materialism;
- a willingness to reflect on, and think critically about, their experiences, responses and choices;
- a recognition that a set of beliefs, values, experiences and reflections can give direction, shape and meaning to an individual's life;
- a growing ability to cope with the times of suffering which human life naturally presents: anxiety, stress, unhappiness, illness, divorce or death.

## **THE SCHOOL'S POLICY ON SUBSTANCE USE & MISUSE**

It is considered important that pupils should be given opportunities to consider the effects of substances such as tobacco, alcohol and other drugs on themselves and others and to make informed and healthy decisions about the use of such substances. Please also refer to the School's 'Substance Use and Misuse' Policy.

### **Tobacco**

Smoking is the single most preventable cause of premature death and ill-health in our society. The School policy on smoking aims to give pupils the message that the habit creates health problems for smokers and non-smokers alike, that non-smoking represents the norm in society and that it receives support from the School and staff.

School Aims in this context:

- to maintain an environment where non-smoking is the norm and where pupils are not exposed to adult smoking;
- to educate pupils as to the immediate dangers of smoking;
- to encourage those pupils who do smoke to break free from the habit.

Smoking, or being in possession of cigarettes, tobacco, electronic cigarettes and all other 'smoking' devices (e.g. Shisha cigarettes and other flavored chemical devices) is prohibited:

- in School buildings and grounds;
- whilst in School uniform;
- when representing the School on outings and trips;
- at any time whilst under School discipline.

## **Alcohol**

Alcohol is a depressant drug, particularly when taken in large quantities. According to recent statistics, ten per cent of this country's 15 year old boys drink more than the recommended safe limit for male adults. If consumed in sensible amounts alcohol may produce feelings of relaxation and the health risks are considerably reduced if drinkers keep within the recommended levels. However, even at low levels, the potential for serious accidents is increased.

School Aims in this context:

- to develop knowledge and understanding about alcohol as a drug and its effect on the body;
- to encourage sensible, appropriate and safe drinking behaviour;
- to practise personal and social skills and the strategies needed to deal with situations where alcohol is present;
- to educate the pupils as to the place of alcohol in the political, social and economic environment

Drinking, or being in possession of alcohol, is prohibited:

- in the School buildings or grounds (except for formal occasions sanctioned by the School);
- in public houses and other licensed premises whilst in school uniform and whenever prohibited by law;
- whilst on School outings and trips or at any other time whilst under School discipline (except for formal occasions sanctioned by the School).

## **Drugs**

Obtaining, possessing, supplying, cultivation or production (or being concerned in any of these activities) of controlled drugs (as defined by the Misuse of Drugs Act 1971) including Legal Highs (under the Psychoactive Substances Act 2016) constitutes a criminal offence. This also includes prescription drugs if found in the possession of a student who does not have authority to have them i.e. a prescription in his name. Solvents and Nitrous Oxide are also classed as 'banned' items for the purpose of students having them in their possession or involved in any supply. The latter substances have increased in popularity over the years and already responsible for a large number of deaths.

School Aims in this context:

- to develop pupils' understanding of the difference between controlled and illegal drugs;
- to educate pupils on the effects of drugs on the mind and body;
- to provide opportunities for pupils to practise the personal and social skills and the strategies needed to deal with situations involving drugs;
- to promote an individual pupil's self-confidence, self-esteem and self-worth;
- to explain the legal situation with regard to the use and misuse of drugs;
- to provide counselling for pupils and their families where this is needed;
- to provide information about help agencies, regarding their presence, location and function.

Any pupil involved in illegal drugs or other banned substances, including solvents, on School premises can expect to be suspended or expelled from School. The police will be informed of any incident involving illegal drugs.

# ANTI-BULLYING POLICY

## Aims

As set out in one of the School's aims, we wish to inculcate positive values of mutual respect, tolerance and self-esteem which allow the individual and School to flourish. We wish to create a sense of community where all pupils are valued and respected, and one which prevents bullying from being a serious problem in the first place. Bullying of any kind can seriously impact a pupil's welfare and the School take this matter extremely seriously.

Bullying of any kind is unacceptable and will not be tolerated at Whitgift School. We define bullying as the conscious desire by an individual or group to hurt, threaten or frighten another individual or group, whether on the grounds of race, religion, culture, gender, sexuality, homophobia, disability, having Special Educational or EAL Needs, or any other pretext. It commonly occurs over time and is persistent. It covers any means, including physical, verbal, emotional, psychological or by electronic communication (including social websites, mobile phones, text messages, photographs and email). It includes a variety of situations: principally, perhaps, open "child on child" abuse, but also "adult on child" and even "child on adult". We regard bullying as a very serious offence, with the danger of causing damage of a significant nature, whether physical, emotional or psychological. Our aims are:

- to prevent, or stop continuation of bullying behaviour
- to react to incidents of bullying in a reasonable, proportionate and consistent way
- to safeguard the child or children experiencing the bullying and provide support for him/them
- to give support and guidance the perpetrator(s) which will most likely involve applying disciplinary sanctions to the perpetrator(s) ensuring lessons are learned which will discontinue bullying behaviour

Bullying usually takes one or more of the following forms:

- deliberate exclusion from a peer group by rejection and isolation;
- aggressive or insulting gestures;
- physical assaults;
- verbal abuse or aggression;
- extortion or coercion by means of intimidation
- cyber-bullying

## Department for Education Guidance

- ["School support for children and young people who are bullied"](#) (March 2014)
- ["Preventing and Tackling Bullying"](#) (updated July 2017)

This Anti-bullying Policy has particular regard to the 'Preventing and Tackling Bullying' guidance.

## Achievement of aims

The above aims will be achieved by educating members of the community, using all of the following means:

- assembly talks
- promoting good relationships amongst boys, and between boys and staff
- discussion in tutor groups, PSHEE lessons (for detail please consult the PSHEE handbook) and Year Group Committee meetings
- meetings between senior boys and members of staff
- good lines of communication within the School and with parents
- staff discussions at relevant forums
- celebrating success
- using specific organisations or resources for help with particular problems
- work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

The effective training and deployment of staff will take account of the aims of this policy.

If pupils have any concerns about bullying they may report them to any member of staff; their most immediate route will be to speak to their Form Tutor or Head of Year in the first instance. Also available to consult are the Assistant Head (Pastoral) and the Chaplain.

The anonymous online reporting tool 'Tootoot' can be used by pupils to report bullying or any other pastoral concern.

Building up the self-confidence and self-esteem of all pupils is an important preventative measure. Assemblies, Form periods, and PSHEE lessons will all address the issues of bullying by seeking to promote decency and resilience, including a counteraction of the 'bystander effect' and encouragement of assertive intervention and will include discussion of differences between people and the importance of avoiding prejudiced-based language. The School will aim to create an inclusive and safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination. The School will also aim to provide prompt and appropriate action and support for both the victim and the bully. Prefects and peer mentors will be advised and deployed to support the implementation of this policy and to assist in the creation of a whole-school anti-bullying ethos. Where appropriate, strong sanctions will be used, including punishments such as a Headmaster's Detention. Anyone who continues to bully will have his membership of the School community reviewed by the Headmaster and cannot expect to continue his education at Whitgift.

A record of bullying incidents will be kept by Heads of Year in consultation with the Assistant Head (Pastoral) and the Second Master as appropriate. Heads of Year are alert to indications of patterns of behaviour. Heads of Year have regular discussions with Form Tutors regarding potential times and location of bullying incidents.

### **The policy will be displayed**

- in the School's Pastoral Handbook
- in the PSHEE handbook
- in the School's Policy Bank

## **Role of parents**

The parents of both victims and bullies will be included in the strategies to resolve particular situations and parents will be encouraged to report any concerns to their sons' Form Tutor and Head of Year in the first instance and beyond that to the Assistant Head (Pastoral) if appropriate. This policy will be available to all parents via the School website.

Parents of boys involved in bullying will be informed and are likely to be asked to come into School to discuss the problem.

## **Cyber-bullying**

The use of technology such as mobile phones and the Internet to intimidate others is an increasing national trend. Bullying by social media, text, e-mail or phone call often leaves no physical scars but can be highly intrusive and hurtful. The School will enforce strictly its policies with regard to the use of mobile phones and the Internet and will continue to monitor closely all e-communications used on the School site. Further details on these matters can be found in the Online Safety Policy. The School reserves the right to view electronic material held or accessed by any pupil in school including their email account and their mobile phone.

Where any form of cyber bullying affects another pupil in the School or may bring the reputation of the School into disrepute, the School reserves the right to be involved whether the electronic material was produced within the School or outside. Pupils must be aware that some forms and levels of cyber bullying are illegal and the School will inform the police when necessary.

## **Reporting mechanisms**

Reporting bullying must be seen by pupils as important and easy to do. Staff must be approachable and pupils are regularly reminded of channels of communication during assemblies and form periods. The pupil may well report bullying via another pupil or it may be the case that bullying is not reported but seen by another pupil or member of staff. Staff must report all incidents of bullying either to the appropriate Head of Year, the Assistant Head (Pastoral) or the Second Master. All members of the School community are encouraged to report any case of bullying to the Form Tutor or to an appropriate member of staff. Bullying incidents and the action taken will be recorded. Extremely serious cases where there is a risk of serious harm should be reported immediately to the Safeguarding Lead who will report promptly to children's services whose contact details can be found in Appendix 1 of the Safeguarding Policy.

Pupils are aware that they will be listened to and that incidents will be acted on appropriately and sensitively. Pupils are also encouraged to raise any concerns with cyber-bullying or other bullying which they are experiencing outside of school and the school will act and discipline pupils as needed.

## **Record - keeping**

A designated member of the School Office acts as a central point for recording cases of bullying on the bullying log. Heads of Year pass on to the designated person brief details of any incident which may be termed 'bullying'. This may take the form of forwarding emails or copying him/her in to a file note. He/she keeps a record of the incident and any action taken. If sanctions result from the incident, records are kept of these as well. This system is intended to:

- provide the pastoral team with the fullest possible picture of the situation
- enable patterns and trends to be spotted which can then be followed up and addressed
- link up incidents which concern boys from different Year groups
- provide a historical record

The record is also used as part of the "handover" process when one Head of Year meets with his/her immediate successor at the end of an academic year to pass on information about boys in the relevant Year group.

Currently, the designated member of the School Office for this role is Mrs Jill Wilson.

## **Boarders**

As it states in our Boarding Principles, within the Boarding community boys should feel safe and secure, free from the threat of all forms of bullying and in an environment where they can be happy, healthy and fulfilled.

Whitgift School recognises the very significant additional responsibilities the School has towards those resident in the School's Boarding House with respect to pastoral and safeguarding matters, and these responsibilities are taken very seriously. The Housemaster is responsible for inducting the boarders in all pastoral matters, and provides the first point of contact for all concerns and the boys' immediate needs. Specifically, with respect to the anti-bullying policy, the following additional points apply:

- there are no 'initiation ceremonies' for boarders intended to cause pain, anxiety or humiliation
- boys who are being bullied are suitably supported, and boys who may bully others are also given suitable help and guidance

The Housemaster in charge holds extensive further documentation on matters relating to pastoral care in the Boarding House.

Specific contacts available to the boarders can be found in the Boarders' Handbook.

## **Useful Contacts**

Croydon Drop-In Centre	020 8680 0404
Frank	0300 123 6000
Childline	0800 1111
Samaritans	116 123
NSPCC	0800 1111

Anne Longfield OBE, The Children's Commissioner  
Telephone: 02077838330 or 0800 528 0731

[www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk)

### Further Contacts:

Independent Schools' Inspectorate 0207 600 0100  
Whistleblowing helpline 08000 724 725  
NSPCC Whistleblowing Helpline  
Telephone: 0800 0280285  
Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## School Uniform

The rules regarding uniform at Whitgift have a very clear rationale, and that is that we are a community with a corporate identity. Boys who look smart will have a positive self-image, and this will inevitably have an impact on their behaviour and the quality of their work. Staff and parents need to work together to achieve consistency with regards to the following regulations:

- **Hair** – As a guideline, hair should be no shorter than a “grade 3”, but not long enough to draw attention. It also must be kept clean and tidy, off the collar, and may not be cut or dressed in any extreme or conspicuous fashion. Boys should not use excessive amounts of hair gel, and must be clean-shaven. Dyed hair is not permitted.
- **Shoes** – must be plain black, without buckles or conspicuous designer names.
- **School Bags** – the School Shop sells three approved bags, with or without the School Crest. All boys from the Lower First up to and including the Upper Fifth must only use these bags.
- **School Pullover** – boys may only wear the regulation pullover, and no other. Hooded garments are not permitted.
- **Ties** – to be worn at the correct length, with an appropriate sized knot.
- **Shirts** – to be tucked in, sleeves down and top buttons done up.
- **Sports Kit** – only the approved kit, available from the School Shop, may be worn. Boys must not leave the School under any circumstances wearing sports kit or CCF uniform, they must change back into their school uniform.
- **Jewellery** No jewellery or other ornaments may be worn.
- **Jackets** – to be worn in corridors and in lessons unless permission is given otherwise.
- **Key Chains** – must not be ostentatious.

During hot weather ‘shirt sleeve order’ will be declared by the Second Master. During this period pupils are not obliged to wear their jackets. Top buttons may be undone and shirt sleeves rolled up.

Boys must wear their uniform correctly, from their departure from home in the morning until their return home.

In all matters of dress and appearance, the arbiter of what is acceptable is the Headmaster. A boy whose dress or appearance is unsatisfactory may be sent home.

## USING THE INTERNET (INCLUDING E-MAIL)

It is important that individual users of the Internet understand that they are responsible for Internet sites which they view and for e-mail which they send. Consequently, boys while in School will be held accountable for their behaviour and communications, and must always act in accordance with the **IT Acceptable Use Policy and the Online Safety policy**.

- Access must only be made via the user’s authorised account and password, which must not be given to any other person.



- Boys should not attempt to access inappropriate sites, i.e. material which is discriminatory, offensive, uses strong language, or depicts images of a violent or sexual nature.
- If boys accidentally access a site with inappropriate images, text or themes then they must immediately exit the site and report the incident to a member of Staff.
- Boys must not send any material that may cause offence to any person who may receive it.

Irresponsible use of the Internet, including e-mail, may, at the very least, result in the loss of Internet access. Furthermore, it is expected that no information or material is kept on School premises which would be considered inappropriate.

## **EQUAL OPPORTUNITIES POLICY**

Whitgift School encourages all its pupils to respect and serve other people regardless of ethnic origin, gender, sexual orientation, religion or disability. The School condemns any form of prejudice in these areas or denial of equal opportunity. Those in a position of responsibility will seek to ensure that all pupils at Whitgift School benefit equally from its provision. To this end, the School is committed to:

- an entry policy to a boys' school which makes no discrimination on the grounds of ethnic origin, sexual orientation, disability or religion;
- the promotion of a culture within the School which actively discourages discrimination on the grounds of ethnic origin, gender, sexual orientation, disability or religion;
- providing a curriculum which emphasises positive aspects of, and contributions to, a healthy and tolerant lifestyle regardless of culture or gender;
- an approach to worship which, whilst based on the traditions, values and precepts of the Christian Church, respects the faiths of all members of the community who will, nevertheless, abide by the rules and activities of the School;
- within the constraints of existing buildings and location, ensuring that disabled members of the School community are not unreasonably disadvantaged as far as possible;
- providing a member of staff, Mr Cook, Assistant Headmaster (Pastoral) who is to be informed of any instances of discrimination on the grounds of ethnic origin, gender, sexual orientation, religion or disability and to take the appropriate action.

## RECOGNITION OF ACHIEVEMENT

Every pupil works more enthusiastically and effectively when the good work they do is recognised. The most valuable form of praise and encouragement is that offered by a subject teacher. This can be offered verbally, during or at the end of a lesson, or as part of the marking process.

In the Lower School, teachers are also encouraged to make use of the Merit system to reward exceptional effort and achievement. Merits 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. Awards are often given out during year group and Lower School assemblies along with a formal prize giving at the Celebration of Whitgift Life at the end of the school year. Also, you can recognize a pupil's effort or achievement during a lesson or with a piece of homework by entering an achievement point on SIMS. This will be followed up by Form Tutors and Heads of Year and a large number of these will result in phone calls home, congratulatory letters home and celebration of achievement with the Head of Lower School and Senior Staff. Merits are accumulated to earn the following prizes:

### First Form

10 Merits	Contribution to House merit table
25 Merits	Certificate
50 Merits	£5 Book Token
100 Merits	Headmaster's Award

### Third Form

15 Merits	Certificate
30 Merits	£5 Book Token
50 Merits	£10 Book Token
80 Merits	Headmaster's Award

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 24 hours' notice in writing is needed or a phone call home, particularly for younger boys.

### **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.

### **Lower School Supervised Private Study**

Held at regular times throughout the week for Lower School pupils (times may vary according to circumstance and at different times during the year). This measure should be viewed as more supportive than punitive but Heads of Year can require pupils to attend should their work be of an unacceptable standard.

### **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 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.

### **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 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.

### **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.

Whilst a formal Governors' appeal is not part of the temporary exclusions procedure, parents do have the opportunity to write to the Chairman of the Governors should they feel this to be appropriate.

Should permanent exclusion occur the Governors have laid down procedures which include a mechanism for review and appeals can be made to the Governors.

## **Disciplinary Points System**

Pupils who persistently disregard School rules cause disruption to their own education and to that of their peers as well as being a negative influence on the School community as a whole. The following Disciplinary Points System seeks to reinforce to all pupils and parents or guardians that poor discipline at Whitgift is unacceptable and that persistent disregard of the School rules will lead to the application of severe sanctions.

Serious disciplinary offences at Whitgift are punished by the imposition of Headmaster's Detentions or by temporary or permanent exclusion. These sanctions are

not given lightly. Headmaster's Detentions are imposed only by the Headmaster, Second Master, Deputy Headmaster or Assistant Head. Exclusions are only imposed by the Headmaster after discussion with senior members of staff. These punishments carry a tariff which will be cumulative over a 12 month period. The tariff is as follows:

- |                                  |   |
|----------------------------------|---|
| • Temporary Exclusion            | 6 disciplinary points   |
| • Headmaster's Detention         | up to a maximum of 4 disciplinary points depending on the seriousness of the offence. |
| • Lower / Upper School Detention | up to a maximum of 2 disciplinary points depending on the seriousness of the offence. |

Any pupil acquiring 12 disciplinary points in a 12 month period cannot expect to continue his education at Whitgift. Any pupil acquiring more than 12 disciplinary points in a 12 month period should expect to be required to leave the School. Once the 12 point limit has been reached or exceeded a review of the pupil's disciplinary record will be undertaken by the Headmaster in discussion with parents or guardians and senior staff. A decision will then be taken as to whether the pupil concerned should be allowed to retain his place at Whitgift.

10 or more points acquired by a pupil in the 12 month period before he is due to enter the Lower Sixth will call into question his automatic entry into the Sixth Form. A record will be kept in a pupil's School file and on SIMS (from September 2015) of every occasion that a temporary exclusion or Headmaster's Detention or Lower / Upper School Detention is used as a sanction. Only those issued within the past 12 months will contribute to a pupil's disciplinary points total. Sanctions prior to the 12-month time period will be disregarded with regard to the points total but will remain on file and could be referred to when a disciplinary review is being undertaken.

## **CONCLUSION**

It is hoped that this pastoral handbook will provide boys, parents and staff with an essential document of factual information. More importantly, it offers to the community of Whitgift School a framework in which we can live and learn happily and safely and through which every individual boy may achieve the fulfilment of potential in every sense.

Reviewed and revised by Assistant Head (Pastoral) August 2017  
Next review: August 2018