



## **Promotion of Positive Behaviour, Discipline, and Exclusions Policy**

This document applies to all parts of The Pilgrims' School,  
including parents and pupils in the Early Years Foundation Stage.

Drafted by: Deputy Head (Pastoral)  
Approved by: Governing Body – November 2022  
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## Behaviour, Discipline and Exclusions Policy

The policy has made use of the non-statutory advice [Behaviour and Discipline in Schools \(2014\)](#), especially with regard to duties under the [Equality Act 2010](#) – see Appendix 10.

### Overriding principles:

- All pupils and staff have the right to be respected.
- Unacceptable behaviour patterns can be changed.
- Good discipline is best promoted by purposeful learning.

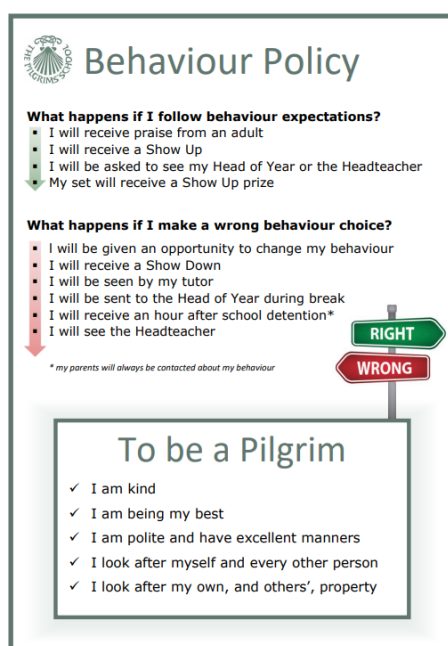
### At the school we aim to provide:

- Good adult and peer role models of caring, cooperative behaviour.
- Positive reinforcement of good behaviour.
- High expectations of pupils' behaviour.
- Celebrations of a wide range of achievement.
- Staff who demonstrate the responsibility for maintaining a good standard of discipline and promoting the school's ethos of being a caring community, which helps pupils extend their skills and develop their talents.

### The school expects every pupil to be:

- Truthful
- Polite
- Considerate
- Tolerant
- Trying to achieve the best standards they can.

**A boy-friendly Behaviour Policy is displayed in each classroom. This is a constant reminder to a boy of what is expected from him.**



## **Rewards**

There are a number of ways in which positive behaviour can be rewarded.

This is how it is explained to a pupil:

**1. The quiet word.** A member of staff may praise you, may thank you. This is important because you are being supported in your approach to life at school; in return, a quiet acknowledgement and a smile would go down well.

**2. The Work or Conduct Show Up.** Here there is a concrete acknowledgement for good done, whether for Work – achievement or effort – or for Conduct. It is a reward in itself but should be doubled because it is followed up by acknowledgement by your tutor. In the Junior part of the school a series of steps – points – leads to the Show Up (see Appendix 2), and each step brings more praise. There exist both conduct Show Ups and work Show Ups. Show Ups are logged on the relevant boy's profile on iSAMS.

**3. Show Up rewards.** Not only does the Show Up bring its own reward, but it can bring further benefits too. First, by achieving set numbers of Show Ups, you can earn certificates and acclamation. Second, by achieving a Show Up you increase your chance of getting the Show Up reward for your form for the term: a valuable book token. Third, each Show Up achieved increases the chance of your set winning the Show Up Competition: a cup each term, a treat at the end of each term.

**4. Seeing the Head – the Head's Show Up.** If you do an especially good piece of work or behave or act in a way which can be considered excellent, then it is likely that you will be asked to see to the Head. This should bring a warm glow and perhaps a Head's Show-Up. This is worth three Show Ups.

**5. Your work in print.** There is the chance that good pieces of work will find a wider audience than you might at first expect: appearances in the newsletter or the school magazine are a strong possibility.

**6. Becoming a Junior Monitor, Listener, Set Captain or Prefect.** Those who do right can reasonably expect, in their final Junior or Senior years, to gain such a position. It brings responsibility and reward and, through effort, respect.

**7. Satisfaction.** Every time you do right then you gain the satisfaction of knowing that you have helped another: a boy's awareness that he has a friend, a member of staff's trust in your academic progress, the school's knowledge that it has a fine pupil.

**8. Respect.** Every time you do right then you grow: you grow not only because you are aware that others are praising your efforts, but, more importantly because you become aware of your own development into a boy whom others can trust, depend upon and be proud of knowing: you gain self-respect.

**Most of you should encounter much of the above, and that is right. These measures exist to reward those who work hard, play fair and try to do good by the way they treat who and what they find in the school.**

## Sanctions

It must be realized that from time-to-time pupils will make mistakes and this should be seen as a natural part of the process of learning and growing up.

All staff must ensure that any sanctions used are proportionate and take into account the context of the issue and personalities involved in the incident that they are dealing with. It is not simple, nor is it desirable, to produce a list of 'offences' and related sanctions but the following shows a progression and examples from minor to more serious problems that might occur.

**At no time will corporal punishment, physical punishment or humiliation be used as a sanction in this school.**

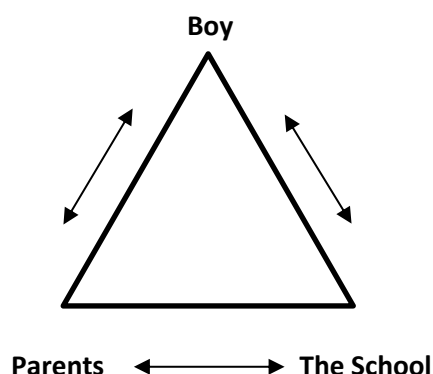
**1. The quiet word.** This is often the most effective as it can be used either to pre-empt an escalation or to reprimand after the event in a manner which shows disapproval and offers advice. It also gives the member of staff the chance to think: did any fault lie with them? Was the lesson too difficult or easy? Were their instructions unclear?

**2. The Reflective Pause.** There are occasions when a boy needs to count to X in order to collect himself, calm himself, redirect his thoughts. Consequently, it can be appropriate to pre-empt a difficult moment by asking a boy to step back, or to step outside the classroom, and to count to X before joining or re-joining the class. Remember, though, that no boy may be stood outside the classroom as his punishment for misbehaviour.

**3. The Show Down.** This affects the set and the individual. Its effect upon the individual is markedly increased if it is followed up by a stern word from or discussion with the tutor, especially if a pattern of Show Downs occurs. Each Show Down is also accompanied by a period of reflection time in the break immediately following the giving of the Show Down; this is organised by the Heads of Year for Seniors and by the Junior Pastoral Coordinator for Juniors. The Show Down is logged onto iSAMS by the awarding member of staff.

**4. Detention.** This is more severe and should probably come as a result of a collection of Show Downs or a single markedly unacceptable incident. It is also given on receipt of the three Show Downs within a half-term. It can be given in the form of a Work Detention or Community Service. The Deputy Head (Pastoral) will then note it on iSAMS and set its date. In the case of a Work detention, work should be organized by the person giving the detention. In the case of Community Service, it is helpful if work is provided, or its nature suggested. An email or phone call home is always made at this point, usually made by the Deputy Head Pastoral or a member of SLT.

This diagram always keeps the boy at the top and is the focus. Parental support at this stage is paramount.



**5. The Head's detention.** This is given after a repetition of hour detentions or for a single particularly serious incident. It is recorded and given in the same way as for a half-hour detention but is always accompanied by a letter home. The letter will draw attention to the incident or incidents involved and will request parental awareness of a problem. The letter may also request a meeting with the parents. At this stage a work or conduct report may be introduced to monitor progress, record incidents, and guide towards correct behaviour.

**6. The meeting with the Head and/or appropriate staff and the parents.** If the above measures, do not seem to be effective, then a meeting will be held to discuss the way forward to ensure that what is wrong is clear and that it can be put right. Parental consultation comes at an early stage and has the triple advantage of being a sanction – since most pupil's dislike having their parents involved; throwing more light on the problems behind the misbehaviour; and hopefully of providing joint, consistent action between school and home, thus preventing the pupil playing one off against the other.

**7. More severe sanctions.** Only occasionally is it necessary to employ more severe sanctions. These are, however, clearly stated, in the event that further action is needed.

These levels would only be authorized by the Head:

- Internal Suspension – removal from class and relocation at a private working desk. This is for lessons only.
- Exclusion (External Suspension) – a few days away from school and occasionally issued with a final written warning from the Head;
- Expulsion (removal from the school permanently).

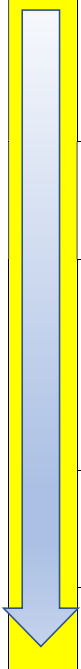
**8. Exclusion (Suspension) and Expulsion.** The Head may exclude (suspend) any boy from the school temporarily, internally or externally, or permanently, for breach of the school rules, for repeated violation of the code of conduct, for extreme cases of serious misconduct, for bullying or for failure to maintain the required academic commitment and progression. The Chair of Governors will be notified of the exclusion (beyond internal suspension) and the reason(s). The parents (and, in the case of expulsion, The Department of Education, and the local County Education office) will also be notified.

- A record of any exclusion and the reason(s) for it will be maintained in a register of suspensions and expulsions.
- If any parents or children disagree with the Head's decision, they may pursue the matter through the school's Complaint Procedure.

**9. Other misdemeanours.** These may be dealt with in ways relating to the offence. The loss of privileges **such as** the right to go on visits, or membership of school teams may be enforced due to misbehaviour on a previous visit or away match. However, consideration is given to the impact on others teaching or taking part in these activities.

**10. Sanctions involving poor work.** Sanctions for poor work – where work is poorly presented or clearly below the pupil's potential are as follows:

- Repeat the work.** The pupils should be asked to repeat the unsatisfactory piece of work. Note must be made in the pupil's Prep Diary to let parents know what is required, and why the work was unsatisfactory.
- Work Report.** Pupils are placed on Work Report only after consultation with the Deputy Head (Academic) and Director of Studies. The pupil presents the Report Form to the subject teacher at the beginning of each lesson and collects it at the lesson's end. Staff enter a comment on academic effort in the lesson and, if appropriate, for prep. The Report Form is signed each day by the pupil's parent, if a day boy, and taken the following morning to the Tutor who will also sign it. The Deputy Head (Academic) will meet with the pupil at the end of each day to review the day.

	Sanction	Example Behaviour	Example sanction	Communication with parents
	Level 1-low misdemeanour	<ul style="list-style-type: none"> <li>• Lateness</li> <li>• Running in corridors</li> <li>• Disruptive behaviour</li> <li>• Shouting out in lesson</li> <li>• Pushing</li> <li>• Ignoring instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Minus</li> <li>• Show-down</li> </ul>	<ul style="list-style-type: none"> <li>• Form Tutor informed. Sanction on the system.</li> <li>• Possible minor punishment to address specific behaviour</li> <li>• Apology letter</li> <li>• Student Planner</li> <li>• Form tutor to inform parents where relevant</li> </ul>
	Level 2-Internal (Break) detention-medium level misdemeanour	<ul style="list-style-type: none"> <li>• Repeated show downs</li> <li>• Disobedience</li> <li>• Swearing</li> <li>• Rudeness to staff</li> <li>• Seriously poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Break time detention supervised by member of SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Student Planner</li> <li>• Tutor to inform parents</li> </ul>
	Level 3-Head's detention-high level misdemeanour	<ul style="list-style-type: none"> <li>• Repeated detentions</li> <li>• Bullying</li> <li>• Severe Rudeness to staff</li> <li>• Vandalism</li> <li>• Theft</li> <li>• Physical assault</li> <li>• Discriminatory abuse</li> <li>• Threatening behaviour</li> <li>• Cyber-bullying</li> </ul>	<ul style="list-style-type: none"> <li>• School Detention (Wednesday or Saturday) supervised by member of SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Letter from Deputy Head (Pastoral) to parents</li> </ul>
	Level 4-suspension-severe level misdemeanour	<ul style="list-style-type: none"> <li>• Severe-level misdemeanour:</li> <li>• Repeated detentions</li> <li>• Drug or alcohol abuse</li> <li>• Smoking</li> <li>• Malicious accusations against staff</li> </ul>	<ul style="list-style-type: none"> <li>• Exclusion from school for finite period</li> </ul>	<ul style="list-style-type: none"> <li>• Letter from Head</li> <li>• Meeting with Head</li> </ul>
	Level 5-expulsion- Top-level misdemeanour:	<ul style="list-style-type: none"> <li>• Repeated Suspension</li> <li>• Permanent or indefinite</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion</li> </ul>	<ul style="list-style-type: none"> <li>• Exclusion from school</li> <li>• Meeting with Head and formal expulsion</li> </ul>

## **Bullying**

We maintain an attitude of zero tolerance to bullying and will treat each incident sensitively and proactively. This includes the wishes of the victim, working with the perpetrator and also and witnesses or bystanders.

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability. Therefore, school have a duty to educate all involved and the larger community while being aware of protected characteristics and the context within which bullying may occur. There is also, the consideration of 'intention', 'repetition' and the level of the behaviour towards a victim.

In order to help clarify what is bullying school recognises that there are instances where incidents occur that we would not class as bullying as they are either isolated, or there has been a large enough gap between incidents.

In helping pupils understand behaviour we consider 4 different levels and ask is the incident:

1. Thoughtlessness
2. Unkindness
3. Meanness
4. Bullying

By working quickly and proactively, we would not expect to reach level 4, although repetition could in some cases, mean that all the above could be classed as bullying.

## **Staff and Discipline**

From 0800 to 1800, the discipline of the school is the responsibility of all school staff.

- Initially, any misconduct is dealt with by the person initially encountering the misconduct
- The tutor would usually be notified, either formally, by ISAMS, or informally by email or word
- Behaviour beyond the compass of a Show Down is referred to the Deputy Head Pastoral or the Junior Pastoral Coordinator.
- The Deputy Head (Pastoral) would then deal, and notify the tutor and the Head of the incident and action being taken

From 1800 to 0800, the discipline of the school is the responsibility of boarding staff.

- Initially, any misconduct is dealt with by the person initially encountering the misconduct.
- In Supper, the Supper taker would deal
- In Prep. the Prep. taker would deal
- After Prep., the boarding staff would deal

- The boarding houses have their own set of sanctions and rewards, to act as the equivalent to Show Ups and Show Downs. These are names Stars and Stripes
- Behaviour beyond the compass of these is referred to the Housemaster and Deputy Head (Pastoral)
- The House master would then deal - with the Boarding Equivalent of a Detention - and pass the information to the Deputy Head (Pastoral) and the boy's tutor.
- If a Housemaster thought that an individual event was beyond the compass of the Boarding House or lent itself to being a School Matter rather than specifically attached to boarding, then he could liaise with the Deputy Head (Pastoral) to see whether a School Detention might be more appropriate
- Any incidents involving patterns of unpleasant behaviour, bullying or Safeguarding would be immediately alerted to both the Deputy Head (Pastoral) and the Head.

### **Staff and Discipline and Consistency**

It is of course vital that staff follow the above; it is no use having a Pupil Behaviour Policy and then sidestepping it for convenience. More importantly, a boy might well feel that the school system was not a fair one, if how poor or good behaviour was dealt with differed significantly from classroom to classroom. So although individual variations might prove a useful tool, or crutch, this is only fine, so long as they do indeed support and never replace the established policy. Ticks or additional limbs on stickmen leading to pluses may be fine, giving a detention without going through the official system, not.

**Of course, what is above is simply a set of guidelines which provide a framework for action. It is the staff who make it work; by recording information swiftly and accurately; by following up Show Downs given to their tutees; by checking that work done in Detention is up to scratch; by mentioning concerns to tutors.**



## **Appendix 1**

### **The role of Heads of Year and Junior Pastoral Coordinator**

Both the HoY and JPC have an overview for an area of the school: JPC for Years 3 to 5, HoY from Years 6 to 8. Any staff with any problem with any child can of course approach them directly, but it is usually better to address certain problems to the tutor first: the tutor will see a boy more often and may have the more appropriate background knowledge to deal with the problem more succinctly. Serious incidents (bullying etc) should immediately be brought to the attention of the HoY and JPC as well as any other member of involved staff.

## Appendix 2

### Sanction/Reward Details

#### The Plus and Minus system

This system operates for Years 3 to 5 and is a steppingstone to Show Ups and Show Downs.

It instantly records a positive or negative action, and its main points are:

- A card lasts for one week; a new one is then issued.
- A minus is basically a record of a verbal warning
- 3 minus points = a Show Down
- A plus is awarded for any positive action
- 5 plus points = a Show Up
- A Show Up/ Show Down can still, of course be directly given.
- Each week in each form the 'Weekly Winner' is awarded a badge which they wear for a week. This is announced by the Head in their Monday Assembly
- The system can be used to boost an individual self-esteem – extra badges may be awarded.
- A 'Focus of the Week' encourages the children to work for extra pluses and allows staff to discuss a consistent theme through tutor groups etc.

#### Show Ups and Show Downs

##### Show Ups:

- Academic – these are awarded for **excellence relative** to a boy's ability.
- Conduct – these are awarded for excellence, initiative, and behaviour **beyond the good norm**. Do not forget the games-field, do not overlook the care of one boy for another.

##### Show Downs:

- These are given for incidents of unacceptable behaviour; **usually a warning is given first**.
- They can be given for work markedly poor relative to a boy's ability.
- They are given, without warning, for any rude or unpleasant comments made to or about another boy

#### Show Up Rewards

Through reward for the individual:

- A book token reward for the winning boy in each form each term.

Through reward for the winning set:

- A termly treat - pizza lunch in the Octagon – outside pizza, internal squash and ice cream, bouncy castle with squash and sweets.

#### Show Down Penalties

- The follow up of the tutor.
- RJ form completed during break by HoY or a break time meeting with JPC.
- More than 3 show downs in a half-term mean a detention is set.

## **Appendix 3**

### **Rewards and Discipline particular to boarding**

#### **Rewards**

Stars and raffle tickets are awarded for good behaviour. Stars are collected throughout the term leading to the winner's pizza dinner. Raffle tickets go into a prize draw that takes place every Friday morning.

Senior boys in particular are invited to watch selected football matches/sporting events with finish times past the norm, on the understanding that mature behaviour is maintained through the evening.

It must not be forgotten that good behaviour will gain the Housemaster's trust and that this may extend to privileges such as going into town after games and Polar Bears (early swim) in the summer term.

In addition to the hierarchy of discipline measures, there exist measures particular to boarding time.

#### **Sanctions**

The giving out of any form of punishment must be seen as a rare occurrence in boarding. Wherever possible the member of boarding staff should spend time with the child and try and establish the reasons for the poor / unacceptable behaviour and establish, in agreement with the child, strategies to improve the behaviour. Parents should be kept informed of any consistently poor behaviour and be involved in the process. The disciplinary responsibilities of staff are detailed in their job descriptions. Incidents must be recorded, and a boarder may receive a 'Stripe', leading to community service, the removal of a privilege, such as an earlier bedtime or meet the Housemaster at 7am. After any major incident the sanction must be discussed with the Housemaster and then recorded in the house daily log.

If there is any reason to believe that an act of Bullying has taken place, then the school's Bullying Policy must be followed, and the Deputy Head (Pastoral) and relevant Housemaster must be informed as soon as possible.

## **Appendix 4**

### **The use of force to restrain pupils**

The law allows anyone to defend him/herself against an attack provided they do not use more force than is necessary. Where a pupil is at risk to themselves or someone else, any member of staff (whether authorized or not) is entitled to intervene.

By law all teaching staff and other staff authorized by the Head to have control or charge of pupils may use such force or physical contact as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour, whether in a classroom or elsewhere, which damages good order and discipline at school or among the pupils.

This applies on School premises, and away from the school, for example on a field trip or any other authorized school activity. It only applies when no other form of control is available and where it is necessary to intervene.

Staff will wherever practicably tell the pupils to stop, and what will happen if they do not. The member of staff will try to keep communicating throughout the incident and will make it clear that the restraint will stop as soon as it is no longer necessary. Staff will always avoid touching or holding a pupil in a way that might be considered indecent.

The member of staff must inform the Head and Deputy Head (Pastoral) immediately following an incident where force has been used and will be asked to provide a written report as soon as possible afterwards.

***Parents should be informed on the same day if physical restraint has been necessary***

***Under no circumstance may corporal punishment be used or threatened to be used on any pupil.***

## Appendix 5

### Effective Class Management Strategies

1. *Teaching is likely to be successful if:*
  - The lesson begins on time
  - Aims are considered and lessons demonstrate continuity.
  - Individual learning is considered
  - Each lesson has specific objectives.
  - Work is well prepared.
  - Marking is regular and thorough.
  - The lesson is split into smaller time segments.
  - Prep. is set regularly and is appropriate.
2. *When teaching, the pupils' attention can be better sustained by:*
  - Standing prominently in the room
  - Knowing and using pupils' first names
  - Treating pupils as responsible and valued human beings
  - Demonstrating involvement with the subject
  - Using eye contact or hand gesture to express disapproval
  - Looking for and responding to feedback from pupils
  - Using a variety of teaching styles, including the use of ICT
3. *The momentum and smoothness of the lesson will be improved by:*
  - Being in the classroom ready to receive pupils.
  - Making sure that the room is as you want – materials and layout.
  - Establishing and insisting on routines.
  - Introducing main theme clearly.
  - Not attending to individuals or small groups at expense of the whole class.
  - Using questions to keep pupils alert and accountable and to check understanding.
4. *Inappropriate behaviour can be avoided by:*
  - Establishing clear expectations for behaviour of group and individual.
  - Having a quiet word with pupil that behaviour is wrong and should stop.
  - Following up the inappropriate with the pupil on his own.
5. *Challenges to authority are more likely to be avoided if you:*
  - Plan your approach before you act.
  - Give a clear warning and guidance of what is correct; if misbehaviour then continues, apply sanctions.
  - Stay positive in approach to any provocation. Focus on the behaviour and not pupil.
  - Find time to talk through the problem.

- Look at your own behaviour.
- Try to maintain a good level of humour.

## **Appendix 6**

### **Misbehaviour within a Lesson – explicit Guidelines**

Boys benefit from having a procedure which gives the lesson structure as far as behaviour is concerned; which gives the boys security. Below are the pertinent facets implicit in the existing school behaviour policy.

In any lesson:

- A warning is given as regards an unacceptable piece of behaviour: it is given best as a positive comment as to what is expected.
- If, after the warning, that behaviour is repeated by any boy, then that boy is given a Show Down (or a minus on their card if a junior boy).
- If after the Show Down, that behaviour is repeated by any boy, then that boy is sent to the Front Office (accompanied by another responsible boy) – because he is preventing learning and teaching – to collect a chit and to cool down and rethink. He then immediately returns to the class and hands in the chit. The chit is then completed and signed by the member of staff at the end of the lesson. It is then given to TWR.
- TWR then issues a warning that a further removal from any lesson will lead to a detention.
- If the detention does not have any effect, then the boy's parents are told and he moves onto a behaviour/work card run between the tutor/parent/boy.

### **Sending a Pupil out – Specific Guidelines**

Only very occasionally should a boy ever be sent out of a lesson. Most boys are hardworking and well-behaved; almost all misbehaviours can be dealt with within the classroom. If, however, a boy is sent out, then...

The procedure is very simple.

- The boy is sent to the Front Office – with another
- At the Front Office, the boy collects a Sent Out Chit
- The chit is signed and dated by the secretary
- The boy returns to his classroom – where he should be
- The Front Office emails TWR and ASD (and TWR and TH if the boy is a Junior) to let them know that a boy has collected his Sent Out Chit.
- The lesson continues
- The teacher speaks to the boy at the end of the lesson
- The teacher fills in the rest of the chit
- The chit is given to TWR ASAP.
- TWR to deal with as appropriate

If ever a boy continues, on his return, to misbehave, then

- He should be sent immediately, with another boy, to wait in the Front Hall
- The teacher should email this information to the Front Office, ASD and TWR, and also to TH, if the boy is a Junior.

Similarly, if the secretary believes that a boy is in such a state that he could not safely return, she will email this information to the teacher, to ASD to TWR, and to TH, if the boy is a Junior.

The usual aim, naturally, is to get the boy back in the classroom and learning as quickly as possible.

**Remember, no boy may be made to stand outside a classroom as a result of misbehaviour in a lesson**



## Appendix 7

### Specific to the Pre-Prep

This appendix, a part of the whole school policy, is a statement of the aims, principles and strategies for the Pre-Prep department at The Pilgrims'. EYFS guidelines have been taken into consideration in the formation of this policy. It should be read in conjunction with the SEN policy, PHSE policy, Anti-Bullying policy and the Safeguarding Policy to establish the general ethos of the Pre-Prep department.

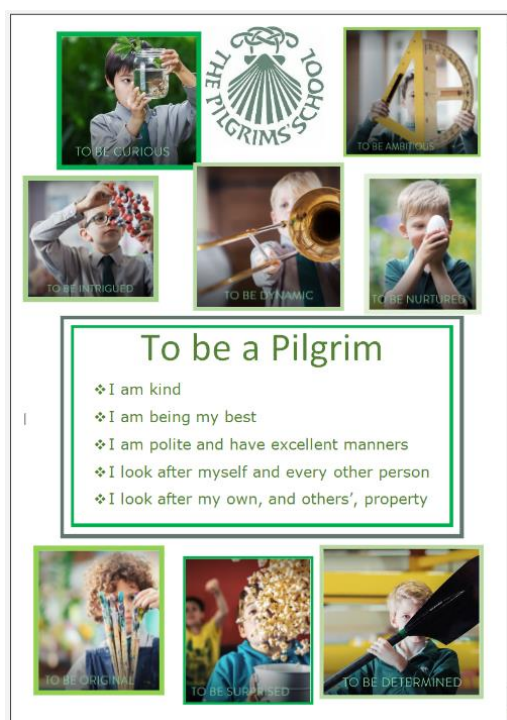
### Ethos

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the Pre-Prep department and how to apply it consistently and fairly.

### Aims

- To ensure a safe, caring and happy Pre-Prep department
- To promote good citizenship
- To ensure appropriate behaviour and good manners throughout the Pre-Prep
- To encourage and praise greater effort in both work and behaviour
- To provide a system of rewards to encourage effort in work and good behaviour
- To prevent bullying
- To ensure each child can access learning and not be disrupted by others

The aims of the behaviour policy are reflected by our endeavour 'to be a Pilgrim'.



We work hard to encourage the boys to take responsibility for their behaviour. By the end of the Pre-Prep, we would expect the children to be able to:

- Listen to others
- Share toys and equipment
- Use appropriate manners
- Move around the classroom and school appropriately
- Use good table manners
- Use appropriate vocabulary and phrases
- Sit still for suitable periods of time
- Behave appropriately towards others (adults/peers)
- Line up to move around school
- Take turns in conversation
- Work co-operatively and respect the learning environment in terms of noise level
- Behave appropriately in the playground
- Behave in a gentle manner with their peers, not playing roughly or hurting each other

### **Rewards**

We believe it is extremely important to praise, focus and encourage good behaviour and following our guidance on how 'to be a Pilgrim' through a range of strategies.

The children are rewarded with praise and step ups on their individual behavioural charts. In Year 1 and 2 Set Points are awarded for three steps up or along their chart. Set Points are collated in Celebration Assemblies and added to our Set Point Chart. The Set Points are added to the Prep School totals at the end of each half term.

Pilgrims' Shell Award certificates are presented in our Celebration Assembly each Friday. Boys who receive Shell Awards, receive a Pilgrims' Shell badge to wear for the week and take home a Pilgrims' Bear for the weekend. The recipients of Pilgrims' Shell Awards are also mentioned in the Pre-Prep Newsletter in order to share and acknowledge their achievement with their parents and the wider school community.

On Friday afternoons each class will be rewarded with Pilgrims' Time. This time provides an opportunity for boys to follow their own interests and choose activities that they would like to engage in with their friends.

### **Sanctions**

At times, inappropriate behaviour may need discussing with the boys and they are given an opportunity to improve their behaviour.

If they continue to make the wrong choices their name will move down or back one place on their Behaviour chart.

However, continual inappropriate behaviour may result in minutes lost from Pilgrims' Time on a Friday, at the discretion of the teacher.

Inappropriate behaviour is recorded on our CPOMS central Behavioural Log.

Depending upon the nature of the incident and the individual, time out from play may need to be used as a sanction.

If the misdemeanour is more serious the child may be spoken to by the Head of Pre-Prep and parents will be notified.

In the unusual event of the repeat of a serious misdemeanour, the child will see the Deputy Head (Pastoral). In addition, parents will be contacted and the Head informed.

### **Responsibilities**

All members of the Pre-Prep community, teaching and non-teaching staff, parents, pupils and governors, work towards the Pre-Prep aims by:

- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the Pre-Prep community
- Offering equal opportunities in all aspects of Pre-Prep life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Non tolerance of all bullying
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the class-room, and applying these consistently
- Working as a team, supporting and encouraging each other.

### **Procedures for providing children with the opportunity to discuss appropriate behaviour**

- Speaking with a teacher or classroom assistant
- A programme of personal, social and health education set in a moral framework designed to promote mutual respect, self-discipline and social responsibility (PSHE)
- A clear focus for work on relationships and feelings as part of the PSHE work throughout the Pre-Prep
- Joining a Social skills support group
- Assemblies
- Circle times

### **Liaison with parents**

If appropriate, verbal contact with parents is often a good strategy. Copies of any letters or written records will be stored on CPOMS.

**Outside agencies**

Any worries about any pupil should be discussed with parents, DSL and the learning support co-ordinator. There may be times when the advice of outside agencies will be required. This will be the result of discussions between the class teacher, parents, learning support co-ordinator and the head of Pre-Prep.

## **Appendix 8**

### **Special Educational Needs or Disabilities**

The school would always show awareness about the appropriateness of certain procedures for any boy who had social, educational or emotional or physical needs. If there were concerns about certain procedures being inappropriate for some students then a conversation would take place between the relevant teachers, the SENCO, and the Head. The outcome of this discussion might be to make an exception for the boy in question. The school would not discriminate against boys who have a special educational need or disability by their decisions or actions.

## **Appendix 9**

### **Searching Pupils and their Possessions**

School staff may ask to search a pupil's space and belongings, with their consent, for any item which is banned by the school rules.

The Head and staff authorized by the Head have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs, and stolen items.

Clothing will not be searched until it has been removed from the wearer and care will be taken to ensure reasonable privacy. This policy does not authorize an intimate search or physical compulsion in removing clothing. If necessary, the police would be called.

## Appendix 10

### Support Systems for Pupils

How one helps a boy who is getting things wrong is key; there is no value in repeated failure, repeated distress.

Consequently, there are several ways in which a boy is supported.

**First, the tutor.** The tutor is key; he is the boy's supporter, his ally. He is also the member of staff who is first responsible for sitting down with the boy and working out a way forward.

**Second, the Weekly Meeting.** Here the tutor raises the boy for discussion and advice. As a result, the boy might then see

- The Director of wellbeing
- The nurse
- The relevant Head of Year
- The Junior Pastoral Coordinator
- The Deputy Head (Pastoral)
- The Head

Equally importantly, any particular strategy or support is then made aware to all – so that the approach is consistent.

**Third, contact with parents.** Liaising with parents is vital. Without both the school and the family working together, a boy's opportunity for progress is lessened.

## Appendix 11

### Alcohol, Smoking, Solvent and Substance Abuse

The school's legal responsibilities lie essentially within two main areas:

- (a) the paramount duty of care for the education, safety and well-being of pupils entrusted to the school
- (b) the observance of and compliance with laws relating to controlled substances, i.e., drugs, alcohol, etc.

***All staff must be clearly aware that there is an equal duty of care and responsibility for the protection of non-involved pupils as there is for those pupils involved or suspected of involvement in abuse.***

Where substances open to abuse (e.g. glues, correction fluid), are legally held within the school there is a duty to ensure such substances are strictly controlled and stored and the use of them is carefully supervised.

Where incidents of abuse occur, or there is reasonable suspicion of such incidents, the Head must be informed immediately. Parents will be informed immediately the school has evidence of the pupil's involvement in or with alcohol, drugs or solvent abuse.

Any information concerning individual pupils in relation to abuse must be treated with the utmost circumspection, and will not be disclosed to anyone by the Head – except for appropriate staff – without the parents' consent.

***Observance of and compliance with the law in relation to juveniles and tobacco, alcohol, solvents and controlled drugs is required of all staff.***

#### Tobacco

- a) **Legal Status:** Whilst it is not an offence for children under 16 to buy tobacco, the sale of tobacco to children under 16 is an offence (s.7 of the **Children & Young Persons Act 1933**). It is also contrary to this section of the Act for under 16s to smoke in public.
- b) **School Action:** It is forbidden for pupils to smoke on school premises, between home and school, between school and home and also on school visits. It is also forbidden for any pupil to be in possession of tobacco at this school.

#### Alcohol

- a) **Legal Status:** The sale of alcohol to young persons under 18 years is an offence under the **Licensing Act 1964**, s.169. (Under the same section, the consumption of beer, cider, or perry on licensed premises with a meal by young people aged between 16-18 is legal.) Young persons between 14 and 16 may be in a public bar, with the permission of the landlord, but those under 14 may not be. It is an offence to give alcohol to a child under 5, but those over 5 can drink alcohol on private premises. However, being found drunk (under the influence) in public is a criminal offence for a juvenile.



b) **School Action:**

i. *Pupils found drunk in school.*

The first duty is to have regard to the safety of the pupils by rendering or obtaining appropriate assistance/treatment. Because of the type of behaviour usually exhibited in such instances and the possible consequent effects upon the conduct of other pupils, as well as disruption to the good order of the school, the removal of such pupils from the premises will be carried out. Removal will be effected by the parents, but in serious instances the use of outside assistance (e.g. ambulance for hospital treatment) may be appropriate.

ii. *Pupils found in possession of alcohol on school premises.*

The alcohol should be immediately confiscated – this is quite legal and proper, and the Head or Deputy Head informed. Parents will be informed immediately and appropriate action taken, normally immediate suspension.

It is a serious breach of school rules for a pupil to be in possession of alcohol on school premises and will normally lead to immediate external suspension.

### **Solvents**

- a) **Legal Status:** in England, selling, purchasing, possessing or actually sniffing solvents and other highly volatile substances is not illegal. Unruly or offensive behaviour due to intoxication from solvents may lead to arrest under various legal regulations (e.g. breach of the peace).

The **Intoxicating Substance (Supply) Act 1985** introduced a new offence of *knowingly supplying young people under the age of 18 with any substance likely to be inhaled causing intoxication*.

b) **School Action:**

i. *Pupils found abusing solvent in school.*

The first duty is to have regard to the safety of pupils by rendering or obtaining appropriate assistance/treatment. Because of the unpredictability of physical reaction to solvent abuse, hospital/medical attention should be sought urgently. The member of staff should go to the hospital with the pupil. The Head and parent/guardian must be informed immediately. A full written report of the incident must be made by the member of staff who discovered it and given to the Head within 24 hours.

ii. *Pupils known to be involved in solvent abuse outside the school.*

In cases where the school has reasonable evidence for believing a pupil has involvement in solvent abuse outside the school, the duty of pastoral care would indicate an obligation to inform the parents of the possible danger to the child. In addition, involvement of Social Services or the Police-School Liaison Officer must be seriously considered.

### **Controlled drugs**

- a) **Legal Status:** Under the **Misuse of Drugs Act 1971**, the manufacture, possession, supplying or offering to supply to another of a controlled drug is a criminal offence. To allow school premises to be used for the illicit supply of controlled drugs is also a criminal offence, as is the smoking of cannabis. Only an 'authorized person' may have a controlled drug in their

possession, even in the most minimal quantities. A police officer who has 'reasonable grounds' for suspecting persons of being in possession of drugs may enter premises to question or search such persons (including juveniles) without a search warrant. To obstruct intentionally a police officer exercising his powers under this Act is an offence.

*Note: 'controlled drugs'*

*Category A (carrying high penalties) includes heroin, cocaine, morphine, diaconal, pethidine.*

*Category B (carrying medium penalties) includes cannabis, cannabis resin, codeine, amphetamines.*

*Category C (carrying lesser penalties) includes amphetamine-based drugs.*

**b) School Action:**

*i. pupils found in possession of, or using, controlled drugs in school:*

The first duty is to have regard to the safety of the pupils by rendering or obtaining appropriate assistance/treatment, e.g. in cases of overdose. In all cases, all drugs must be immediately confiscated and **must** be handed over to a police officer as soon as possible.

**The parents of the pupils concerned would immediately be contacted and the pupils expelled from the school.**

*ii. In cases where a pupil or other person is found supplying or offering to supply controlled drugs (pushing):*

Police must be called immediately. **Again, parents of pupils concerned would be immediately contacted and the pupils expelled from the school.**

*iii Pupils known to be using controlled drugs outside school:*

If the school has reasonable evidence for believing a pupil has involvement in drug abuse outside school, the duty of pastoral care would indicate an obligation to inform the parents.

**Depending on the circumstances, the pupil(s) may be suspended or expelled.**