



Pupil Behaviour Policy

Foster [this] with fervent love: they should each try to be the first to show respect to the other, supporting with the greatest patience one another's weaknesses of body or behaviour, and earnestly competing in obedience to one another. No one is to pursue what he judges better for himself, but instead, what he judges better for someone else.....Let them prefer nothing whatever to Christ, and may he bring us all together to everlasting life.
(RB, 72: 3-7, 11)

Introduction

1. Downside School understands that this is a regulatory policy. This policy will be reviewed annually by governors and will be amended as necessary according to the latest statutory guidance and advice. This policy can be made available in large print or other accessible format if required.
2. The Governors and the Head Master intend that the School Rules and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from School premises and outside the jurisdiction of the School, for example during an exeat or half term and in the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the School, affects the welfare of a member or members of the School Community or a member of the public, or which brings the School into disrepute.

Principles

3. Expectations of good behaviour at Downside School are rooted in the vision of Christian living provided by the Gospel and the Rule of St Benedict. Good behaviour emerges from the daily life of work and prayer that characterises an ordered, Benedictine community. The good of the person and the community is found in our turning towards God and our neighbour in a spirit of love. Desire for the good of the other characterises our community and, as St Benedict says, all must:
foster [this] with fervent love: they should each try to be the first to show respect to the other, supporting with the greatest patience one another's weaknesses of body or behaviour, and earnestly competing in obedience to one another. No one is to pursue what he judges better for himself, but instead, what he judges better for someone else.....Let them prefer nothing whatever to Christ, and may he bring us all together to everlasting life.
(RB, 72: 3-7, 11)
4. The Downside School Behaviour Policy is designed to ensure an acceptable standard of behaviour in and around the School and on any School activity. It is based on clear values which the School promotes; these include self-discipline, a sense of responsibility, a proper regard for authority, respect for and celebration of difference in others, and a sense of service to the community. It places emphasis on the positive behaviour to be expected and rewarded, as well as prevention of what is unacceptable. At its heart is the promotion of a good learning and teaching atmosphere in which all pupils can realise their potential. The establishment of a good teacher / pupil relationship is central to working effectively with all pupils. Teaching which exhibits differentiation, mutual respect and effective classroom

management is conducive to building and maintaining good relations between staff and pupils. Similarly, positive, properly managed behaviour within Houses is the key to good relations between pupils and staff, as well as between pupils themselves.

5. It is the aim at Downside that all pupils grow in love, knowledge and wisdom, and become a source of good for themselves and others. Every pupil is encouraged to develop a personal relationship with Christ and is supported to become a mature, caring and responsible Christian adult. Pupils are encouraged to develop virtues such as courtesy and consideration, kindness and compassion, forgiveness and love.
6. The policy safeguards and promotes the welfare of all pupils, protecting them from all kinds of discrimination and harassment. It recognises the duty of the School to promote race equality and to take action to tackle inequalities and discrimination of any kind that are identified. It relies on a culture of mutual respect between parents, pupils and staff, and it has been drawn up in consultation with the School community. It will be subject to regular review.
7. The Behaviour Policy has six elements:
 - Living at Downside
 - Expected Behaviour at Downside School – a code to be promoted, taught and enforced
 - A System of Rewards for Achievement, Effort and Good Behaviour
 - Sanctions Policy
 - A Statement of Roles and Responsibilities
 - The School's Policy on Restraint (see Appendix I)

It is important that this policy be read and applied in conjunction with other School policies and programmes, published separately in the Staff Handbook.

Specifically these are as detailed below: Please right click here: [Downside School Policies](#)

- Child Protection Policy
- Rule and Regulations (Prep Diary and Pupil Handbook)
- Anti-Bullying Policy
- Alcohol, Anti-Smoking, and Drugs and Substance Abuse Policies
- Search and Confiscation Policy
- Worries and Complaints – a pupil's guide (Prep Diary and Pupil Handbook)
- Concerns and Complaints Procedure for Parents (Website)
- Procedure for Appeal against Expulsion (Expulsion policy)
- PSHEE Policy
- Action to be taken in the event of classroom misbehaviour
- There is a legal duty under the Equality Act 2010 to make reasonable adjustments for pupils with special educational needs and disability (SEND). Teachers are made aware of the special needs of pupils. Strategies for support are coordinated through the Learning Support Department in accordance with the Learning Support Policy and communicated to teachers to ensure that the necessary reasonable adjustments are made when teachers are managing the behaviour of disabled pupils or pupils with special educational needs. The School liaises with other agencies where there is

specific requirement. E.g. Educational Psychologist. If a pupil's behaviour is such a cause for concern that it is not possible for them to continue their education at Downside, the School offers help to them and their families to move to a suitable alternative school.

Living at Downside

'Let none follow what seems good for himself, but rather what is good for another.'
(The Rule of St Benedict, Chapter 72.)

8. The highest values are love of God and love of neighbour. As 'a school of the Lord's service', Downside is a place where you come to learn and to work. St Benedict tells us that 'idleness is the enemy of the soul': the better the work, the more satisfying your life will be.
9. Gratitude is due to God, who has given us the things of this world for the service of one another and for his glorification. Take pride in keeping the school tidy and clean, and in avoiding any needless work.
10. Courtesy is expected of everyone at Downside. Respect is due to younger pupils as much as to your elders.
11. Friendliness and respect have long distinguished the relations that exist between adults and pupils at Downside. Downside pupils are particularly noted for the open and spontaneous way in which they greet adults. Everyone at Downside should be addressed with courtesy and with the correct title. In that way they will conform to the Rule, which says: "They should try to be the first to show respect for each other." (RB63,17)

Academic Staff

12. Academic Staff should be addressed by their surname and appropriate title, e.g. Dr N., Mr N., Mrs N., Miss N or Ms N.

Non Academic Staff

13. The same principles apply to non-academic staff as to academic staff. Nursing staff may be addressed as 'Sister N'. Monks should be addressed as Father N or Dom N.

Pupils

14. Pupils should normally be addressed by their Christian or Forenames.
15. If you are seated, you should rise to meet any adult who wishes to speak with you. On stairs and in doorways, you should stand back to allow an adult to pass. Do not run in the corridors because this is not only dangerous but also threatening to other people.
16. If visitors to the School seem to be lost, be quick to greet them or to offer help. Remember to treat visitors with consideration and friendliness, not only when they are on their own but also when they are in the company of the Head Master or a member of staff. Call to mind Our Lord's words: 'I was a stranger and you welcomed me.' (Mt. 25:35)
17. Good manners are especially noticeable when the School is gathered in large numbers at Mass or the Head Master's Assembly, when it forms an audience at debates, in the theatre or on the playing fields. Appropriate behaviour in the Abbey Church is particularly important. St Benedict tells us that the oratory must be 'simply a place of prayer' (RB 52). Avoid unnecessary noise or conversation in the Abbey Church, where the only sounds

should be those of praise. Each person is responsible for ensuring that others are free to use the Abbey Church for prayer.

18. Dressing well is a mark of self-respect and shows consideration for others. Take pride in wearing the School uniform properly.
19. Respect is due to other people's property. Any misuse of others' belongings destroys the trust that is essential for a peaceful community. Always report suspected instances of vandalism or stealing, so that trust can be maintained.
20. Bullying causes serious distress, and is an affront to Our Lord's command: 'Whatever you wish that men would do to you, do so to them.' If you are being bullied, do not hesitate to turn to others for help: bullying flourishes where there is fear and secrecy.

The Downside Rule:

21. The priority of a Gregorian is duty to others. They are obliged to act with courtesy and common sense for the good of the community. Any behaviour that causes discomfort, distress or danger does not conform to the rule.

Expected Behaviour at Downside School

22. Downside School is a community where the welfare of all is protected and promoted. To this end certain standards of behaviour are expected of all pupils in and around the School, and on any School activity or trip. These expectations are promoted and reinforced, within the overall School behaviour policy, by a system of rewards and sanctions.
23. We expect everyone to:

Show respect for others

- Show good manners, tolerance, regard for authority and for individual privacy
- Celebrate difference and diversity in others
- Show respect for the Catholic beliefs and practices and those of other Christians, together with respect for the Abbey Church, and for those of other faiths
- Follow and support the School's anti-bullying policy
- Avoid bad language and any behaviour which might cause offence

Strive for self-respect

- Be trustworthy, honest and tell the truth
- Attend and be punctual at all School obligations
- Keep yourself safe and healthy by proper appreciation of risk, by regular exercise and by avoiding harmful substances
- Be self-disciplined and committed
- Take pride in your appearance

Make a positive contribution

- Take pride in your membership of the School and be its ambassador
- Engage with and commit to a wide range of activities

- Think how you can serve the School community
- Participate in decision-making about how the School is run
- Support activities to help the wider community outside School

Enjoy and achieve at School

- Value achievement
- Take responsibility for your own learning and academic progress
- Help promote a positive learning atmosphere in the classroom and elsewhere
- Develop your own skills and interests by full participation in co-curricular activities
- Prepare yourself for life after school by developing good work habits and social skills
- Be a reflective individual

Respect property and the environment

- Respect the property of others
- Look after the fabric and property of the School
- Think 'green' in your attitude to the School and wider environment
- Respect other people's working and living environment by avoiding undue noise
- Avoid dropping litter and pick it up when you find it.

24. The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

A system of rewards for achievement, effort and good behaviour

25. It is important to establish a culture in which praise and encouragement far outweigh the frequency of punishment and admonition. Rewarding pupils for achievement, effort and positive behaviour not only in the classroom but also in the Houses motivates them and creates the best climate for them to develop as rounded human beings. The School wishes to take pride in celebrating the success of its pupils and in communicating this success to them and to their parents.
26. A system is in place to promote rewards for achievement, effort and behaviour. The general practice of classroom and pastoral management involves rewards being given to pupils on a daily basis. These include:
- Frequent reminders in staff meetings of the importance of celebrating success, and of verbal and written praise and encouragement
 - Verbal praise, written remarks about good work, sending pupils to the tutor, House Master / House Mistress or the Head Master / Senior Staff for praise
 - Award of merits and distinctions for examples of academic excellence or in recognition of outstanding behaviour (see separate procedures – Appendix 2)
 - School prizes and awards for all kinds of achievement

- Awards made by the Head Master at assemblies, including Head Master's Commendations
- Regular communication to parents of 'good news' and specific rewards

Specific rewards by House or School:

- House Half-colours, Colours and Caps
- Letters of commendation from the House Master / House Mistress for House Activities, etc.
- Trophies
- School and House Merits
- Games Half-colours, Colours, Caps
- Prizes
- It will be the responsibility of the Senior Leadership Team to monitor the efficacy of its system of rewards.

As pupils accumulate academic merits that are recorded on the school's database, they contribute to a House competition for the 'Sweats Cup'. Each half term, summary information on House performance, calculated in a manner that is relative to the number of pupils, forms the basis of the House competition. The cup is awarded towards the end of the academic year on Prize Day, with a Whole House Supper being the prize for the competition.

In addition, each Half Term, Head Master's Commendations are awarded to pupils who excel in their academic work and certificates are awarded at the Head Master's assembly.

Subject Support

27. Subject Support is designed for those pupils who have fallen behind with their work and who would benefit from an additional period of supervised support. It is not used to punish poor behaviour or inappropriate conduct. Members of staff wishing to provide pupils with Subject Support should inform the pupil in person and enter the event on the school's database detailing the date, time and venue of the subject support session and the reasons for it. The tutor must regularly review the school's database to track tutee performance. The House Master and House Mistress will be able to review the Subject Support sessions issued, as will the Director of Studies and Director of Pastoral Care. Although these Subject Support arrangements are not themselves a disciplinary sanction, unauthorised absence will attract such a sanction (normally a lunchtime detention in the first instance).

Sanctions policy

"To be loved more than to be feared"
(The Rule of St Benedict, Chapter 64:15)

28. At Downside, we aim to foster self-discipline among the pupils. Often a word of admonition from a member of staff will be sufficient to modify unwanted behaviour. However, in more serious circumstances, there is a range of punishments which may be used. A number of other policies also deal with the possibility of punishments, namely: Alcohol Policy, Drugs and Substance Abuse Policy, Anti-Smoking Policy, Restraint Policy, and particularly the Rules and Regulations.

29. Referral to Tutor

Pupils who are starting to give minor cause for concern either in class or in another School activity should be brought to the attention of their tutor and House Master or House Mistress, through the use of a 'concern' email. In the first instance, any such behaviour

should be dealt with by the teacher and the tutor; the House Master or House Mistress may also wish to speak with the pupil. Tutors will use their discretion as to whether or not to resolve the matter through discussion and remonstrance, or by use of further disciplinary sanctions.

30. Minor Offences

Pupils who commit minor academic offences, which a member of staff wishes to record more formally, will be awarded an Academic Demerit. These offences will not be seriously disruptive or significantly inappropriate, but might involve issues of lateness, breaches of the dress code, the forgetting of books etc. The pupil will be informed that a demerit has been issued and the teacher concerned will enter the demerit on the school's database.

Pupils who commit minor House offences, which a pastoral member of staff wishes to record more formally, will be awarded a House Demerit. These offences will not be seriously disruptive, but might involve issues of having an untidy room, lateness to House Assembly or check-ins etc. The pupil will be informed that a demerit has been issued and the pastoral member of staff concerned will enter the demerit on the school's database.

The tutor must regularly review the school's database to track tutee performance. The House Master and House Mistress, the Director of Studies and the Director of Pastoral Care will be able to review the Demerits issued. An accumulation of a total of five Academic Demerits will result in a Lunchtime Detention being issued by the Director of Pastoral Care. House Masters and Mistresses may place a pupil in a Boarding detention following poor behaviour in House. This is run by the Director of Pastoral Care and recorded on the School's database.

31. Lunchtime Detention

Pupils who fall behind on particular pieces of work, or who behave in a significantly inappropriate manner in class or in an activity, may be entered for a lunchtime detention, which take place each weekday from 1.15 p.m. to 1.50 p.m. in the New Classrooms. Members of staff will nominate a specific detention, in consultation with the pupil. The pupil will be informed that a lunchtime detention has been issued and the teacher concerned will enter the detention on the school's database. The tutor must regularly review the school's database to track tutee performance. The House Master and House Mistress will be able to review the detentions issued, as will the Director of Studies and the Director of Pastoral Care. Those entered for this detention must use the time to catch up on the work set by the member of staff placing them in detention, or they should engage in constructive academic endeavour of another kind, if the sanction is imposed for behavioural reasons (see Minor Offences). Failure to attend a lunchtime detention will result in the imposition of a one hour Saturday evening detention. Large groups of pupils must not be placed into this lunchtime detention. If a whole set, or a large part of a set have fallen behind with work, it is the responsibility of the subject teacher to organise a mechanism for the pupils to catch up with their work. Subject support will have been considered before issuing a lunchtime detention, and it is essential that teachers bear in mind the learning profile of the pupil concerned before issuing any such sanction.

32. Boarding Detention

This sanction is given by the boarding pastoral staff for more serious misdemeanours within Houses (for example, failing to observe lights out, missing check-ins, destruction of the House environment etc.) This sanction is also issued by the Director of Pastoral Care in liaison with the House Master / House Mistress if a pupil accumulates five House demerits. Detentions are recorded on the school's database and are supervised by the House Masters / House Mistresses and the Director of Pastoral Care. These detentions happen before Breakfast and pupils report in Full Regulation Dress to the Director of Pastoral Care's Office. Failure to attend a Boarding detention will result in the imposition of a one hour Saturday evening detention. House Masters and House Mistresses and the Director of Pastoral Care review these sanctions to ensure consistency.

33. **Other Sanctions**

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with pupils' classroom behaviour should be initially dealt with by the class teacher, and then, if necessary by the Head of Department / Faculty.

The School discourages the punishment of a whole group unless this is unavoidable or genuinely appropriate.

The School explicitly forbids the use of corporal punishment by any person - staff or pupil – within the School community

Where the normal responses of the classroom teacher supported by his/her Head of Department / Faculty have not led to the desired response from the pupil, the pupil's tutor or, in very serious cases, House Master / House Mistress, should be involved.

Only in severe cases or those exhibiting no signs of improvement should the Director of Pastoral Care, Director of Studies or Deputy Head Master become involved. Over-reference to members of the Senior Leadership Team for punitive measures to be taken against pupils (rather than support for the teacher) can lead to these staff being forced to occupy a purely punitive role. If this occurs then it is likely to increase disorder and disruption in the School because:

1. It can undermine the teacher's own responsibility for maintaining order and discipline in the classroom;
2. Punishment is delayed and therefore loses some of its effectiveness;
3. Senior staff cannot carry out their proper function of investigating in depth the reasons why some pupils are unresponsive to the usual methods of reassurance, encouragement, control and punishment.

If a pupil is performing or behaving badly, e.g. challenging the teacher or disrupting the education of his/her peers, the following disciplinary steps will be taken by the subject teacher:

- The first response should always be to talk with the pupil(s) concerned about the aspect of their behaviour that is causing concern, identifying clearly what has happened and why it is unacceptable. It is often the case that this dialogue is the best and only necessary response from the teacher to restore good order.
- Involving the Head of Department / Faculty in the discussion can lead to a fruitful dialogue about how the pupil can improve his behaviour. The pupil's tutor might be involved at this stage.
- Within the Houses, House Prefects may give sanctions as agreed with the House Master / House Mistress, but they are **only** authorised to award House Demerits. Pastoral Staff may also administer the following in addition to that which is detailed in this policy:
 - In House detentions
 - Domestic chores around the House may be given
 - Early morning reporting
 - Dress report
 - Punctuality report
 - House Gating
- Sometimes the behaviour is such that public justice requires a formal disciplinary sanction, and sometimes the pupil does not respond appropriately to the dialogue with the teacher or

pastoral staff member. In such situations the teacher should respond in one of the following ways, which are set out in order of seriousness:

1. Lunchtime Detention (supervised by a member of the House on Duty)
 2. Boarding Detentions (given and supervised by the House Masters and House Mistresses, or Director of Pastoral Care)
 3. Saturday Evening Detentions (supervised by a member of the SLT)
 4. Weekend Gating
- All sanctions must be recorded on 3Sys.

Procedures:

i. Referral to Line Manager

If a pupil's behaviour is causing grave concerns to a particular teacher, the matter should be raised with his or her Head of Department / Faculty and the pupil's tutor and House Master / Mistress with a view to devising strategies to resolve the issues that are leading to the problem. If the problem persists after this, it may be appropriate to involve the Director of Studies / Director of Pastoral Care.

Meeting with Director of Pastoral Care or Deputy Head Master

In cases where a pupil's behaviour is such that it is having a seriously deleterious effect upon the conduct of a particular lesson, it may be appropriate for the teacher to escort him or her to the Director of Pastoral Care or Deputy Head Master at the end of the lesson to report their behaviour. The tutor, Head of Department / Faculty, House Master / Mistress and the Director of Studies and Director of Pastoral Care should always be informed of such incidents by reporting a 'Significant Disruption' event on 3Sys.

ii. Lunchtime Detentions (see above)

iii. Boarding Detentions (see above)

iv. Saturday Evening Detentions

These are given only by the Head Master, Deputy Head Master, Director of Pastoral Care, Director of Studies and the House Masters / House Mistresses. The Detention is in place to punish a pupil's unacceptable conduct, behaviour, attitude (both pastoral and academic). The members of staff mentioned above place a pupil on Saturday Evening Detention by completing an event entitled 'Saturday Detention' on the school's database. The Detention starts at 7.00 p.m. in the New Classrooms and it is at the discretion of the House Master / House Mistress or Head of Faculty, in liaison with the Director of Pastoral Care or Director of Studies, as to the length of the detention (60 or 120 minutes).

Permission to defer a Saturday Evening Detention until the following week can only be granted by the Director of Pastoral Care. Pupils who absent themselves from a Saturday Evening Detention without express permission from the Director of Pastoral Care should expect to receive further sanctions.

v. Weekend Gating (for very serious offences)

These are given only by the Head Master, Deputy Head Master, Director of Pastoral Care, Director of Studies and the House Masters / House Mistresses. In the event of a gating being issued, the House Master / House Mistress will contact the parent or guardian of the pupil concerned to inform them that a gating has been given. Pupils will be issued a gating card by their House Master / House Mistress and are obliged to report at regular intervals to either a member of the SLT, a House Master / House Mistress or Assistant House Master / House Mistress wearing full school uniform. Pupils will also be expected to attend a 2 hour Saturday Evening Detention. The gating card must be checked by the House Master / House Mistress on both Saturday and Sunday evening and placed in the pupil's House file.

34. Referrals should be sent to the Deputy Head Master who is responsible for Discipline via the Director of Pastoral Care.

Staff should always put in writing to the Director of Pastoral Care a brief description of any of the following serious incidents before taking disciplinary action - any allegation, admission or suspicion of:

- drug abuse
- alcohol abuse
- smoking
- thefts of items of significant value
- bullying
- significant fights
- mob behaviour
- sexual harassment
- sexual misconduct
- misbehaviour on an outing
- breaches of health and safety

The School's database provides a clear and effective means of recording both rewards and sanctions. All staff are expected to make full use of this system to promote and reward good behaviour, as well as record sanctions and disciplinary concerns. In the first instance, however, good behaviour will be promoted and poor behaviour challenged through strong, positive, professional relationships between staff and pupils. The School places great emphasis on the encouragement of pupils through promoting good behaviour in a manner that reflects the ethos of the Benedictine community.

The Director of Pastoral Care will take responsibility for reviewing sanctions to ensure consistency.

35. Other Punishments:

- School based community service or imposition of a task – such as picking up litter, tidying a classroom, helping clear up the refectory after meal times
- Behavioural contract
- Suspension: Deputy Head Master or Director of Pastoral Care in his absence, in consultation with the Head Master
- Required Removal: Head Master
- Expulsion: Head Master

It should be noted that Pupils who are found to have made malicious allegations against staff will be deemed to have breached the school behaviour policy. In such cases the School will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Review

- 36.** A pupil or their parents may request a Governors' Review of the Head Master's decision to expel or require a pupil to leave, or where a decision has been made to suspend a pupil for eleven School days or more, or where suspension would prevent the pupil from taking a

public examination. The form of application for a review and the review procedures will be supplied to parents on request at the time of the original decision.

37. There will be no right to a Governors' Review of other sanctions but a pupil who feels aggrieved may ask the Head Master, Deputy Head Master or a House Master to take up his / her concerns with the member of staff who imposed the sanction.
38. The School reserves the right to investigate matters which occur outside School, if it feels that they are relevant to life within the School.
39. The School reserves the right to act reasonably in administering other punishments, as a reasonable parent might do.
40. Punishments will be recorded on the School's Information Management System or on the **serious incidents register**. Records will include the name of the pupil, the reason for the punishment and the identity of the individual administering the sanction. In cases of serious incident, a note will be placed in the pupil's file and parents will be informed by letter and/or by email or telephone.

Roles and Responsibilities

41. All members of the Common Room and House pastoral teams have a responsibility to maintain School discipline and manage the behaviour of pupils. They must have realistic expectations of pupil behaviour, and be prepared to talk through and engage with issues of behaviour before thinking of applying sanctions. They are encouraged to ask for help from more senior and more experienced colleagues to resolve difficulties.
42. **House Masters** and **House Mistresses** and their **Assistants** have a responsibility for the safety and behaviour of pupils in their Houses. They are expected to maintain good House discipline, to help pupils develop self-discipline, and to encourage and reward effort and achievement in all spheres of School life. They will be the first and main point of contact with parents and staff about all aspects of a pupil's behaviour and development. They will be informed and consulted by all members of staff, particularly the pupil's tutor, about issues involving pupils in their House. The **Deputy Head Master** and **Director of Pastoral Care** will consult them on any issue that might lead to a pupil's suspension. They must develop a clear system of House rewards and sanctions in line with the guidelines above. They must keep records of any sanctions imposed on a pupil at the House level. They may construct welfare plans for those pupils who may be in danger of permanent exclusion.
43. The **Director of Pastoral Care** and the **Director of Studies** have responsibility for helping members of the teaching staff to develop good strategies for classroom management. They will liaise with Heads of Faculties, who have a particular responsibility to manage the behaviour of pupils in lessons in their faculty, on any issues arising from this. They will ensure that the induction of any new staff will include specific reference to this policy and how it works.
44. The **Director of Studies** will develop procedures for the award of Merits, Distinctions and Head Master's Commendations. They will also ensure that the reporting system encourages and notes special effort or achievement, but also draws attention to concerns about poor behaviour or unacceptable work. They will from time to time be asked by Heads of Faculty to see pupils whose work is unsatisfactory or who are in danger of failing exams.
45. The **Director of Pastoral Care** is responsible for managing day-to-day issues of discipline and behaviour within the school. They will review the effectiveness of this and associated policies at regular intervals, using some kind of behaviour audit to identify recurrent problems. They will promote the 'Expected Behaviour' code and the whole of this policy to pupils, staff and parents. They will publish procedures in relation to sanctions and organise

supervisory rotas. They will keep records of all detentions and major disciplinary incidents. The Director of Pastoral Care will keep the Deputy Head Master informed of any significant issues of behaviour which arise. They will ensure that induction procedures for House staff and parents include reference to this policy and how it works. They will ensure a consistency of pastoral and disciplinary approach in all the Houses. They are responsible for the promotion of positive behaviour among pupils.

46. The **Deputy Head Master** is responsible to the Head Master for overseeing standards of discipline within the School. He will determine the main principles behind any behaviour policy and ensure that it does not conflict with other school policies. He will determine all issues of suspension in consultation with the Head Master. He will ensure that parents are aware of this Behaviour Policy.
47. The **Head Master** determines all cases of permanent exclusion, and is responsible for ensuring that the School's Behaviour Policy takes account of the requirements of the Governors.
48. The **Governors** endorse the principles underlying the policy and require the Head Master to ensure appropriate standards of discipline within the School.

Authorised by	Chair of the Board of Governing Body
Date	November 2018
Next review	Nov 2019

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Status	Complies with ISI regulatory requirements September 2018 ¹
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¹ Non-statutory advice from the Department for Education: Behaviour and discipline in schools (2016) has also been used in the development of this policy

APPENDIX I

POLICY FOR PHYSICAL RESTRAINT

1. For the purpose of this policy, 'Physical Restraint is defined as:

“a judicious control measure used with a resisting child in order to control movement, location and behaviour such as violence or abuse to persons, self or property.”

Background - Legal Framework

2. The Department of Health Guidance on permissible forms of control in children in residential care, 1993 explains –

physical restraint as “...the positive application of force with the intention of overpowering the child. That is, in order to protect a child from harming him/herself or others, or seriously damaging property. The proper use of physical restraint requires skill and judgement as well as knowledge of non-harmful methods of restraint. The onus is on the teacher/carer to determine the degree of restraint appropriate and when it should be used.”

injury as “...significant injury. Includes actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others by wilful or reckless behaviour and self-poisoning”. In general, the rule is that any person who touches another person without his or her consent commits an unlawful act. But DfEE advice July 2013 (reviewed July 2015, Use of Reasonable Force, The use of Force to Control or Restrain People, states “that physical restraint is necessary if the purpose of the physical restraint is to prevent an immediate danger of injury to any person, or an imminent danger to the property of any person (person includes the pupil).”

3. It must be possible to show that, unless immediate action had been taken, there were strong indicators that injury or damage to property would follow.
4. There is a legal duty under the Equality Act 2010 (updated June 2015) to make reasonable adjustments for pupils with special educational needs and disability (SEND).

General Principles Governing Intervention to Maintain Control

5. A distinction must be maintained between the use of one off intervention, which is appropriate in the particular circumstances and using it repeatedly as a regular feature of a regime.
6. Physical restraint should be used as a last resort when other strategies have failed. It should serve to de-escalate or prevent a potentially violent situation. It should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
7. Staff must be able to show that the method of intervention was in keeping with the incident that gave rise to it. The degree of and duration of any force applied must be proportional to the circumstances. The potential for damage to persons and property in applying any form of restraint must always be kept in view. Escalation should be avoided at all costs, especially if it would make the overall situation more destructive and/or unmanageable. The age and competence of the student should be taken into account when deciding what degree of intervention is necessary. The means of control should be appropriate to that particular pupil. An adult using restraint will often escalate the emotional arousal of the person being

restrained. A pupil is not necessarily in a position of being responsible for their actions during or immediately after restraint and in cases where injury is caused (behaviour is out of control, not a planned incident). It therefore should not in itself be a cause for an exclusion as the context has contributed to the incident.

8. A pupil must never be asked to restrain another student.

Procedure for the Exercise of Physical Restraint

- i. Staff should have good grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring him/herself or others, or causing serious damage to property.
- ii. Staff should take steps in advance to avoid the need for physical restraint, e.g. through dialogue and diversion, and the pupil should be warned orally that physical restraint will be used unless she/he desists.
- iii. Physical restraint must not be used in anger. When it becomes apparent that a pupil is not responding to verbal instruction and a violent incident is imminent, the member of staff, wherever possible, should call for assistance before engaging in physical restraint. Calling for support and assistance should not be considered as a personal failure, but should be viewed as an essential step in order to provide a witness for any incident in addition to providing assistance.
- iv. When it becomes necessary to restrain a pupil, the member of staff should continue to talk to the pupil in a calm manner offering choices and time for the pupil to become calm. Making statements such as “I will let you go as soon as you are calm” or “as soon as I know you are safe” may help to resolve the situation.
- v. Only the minimum force necessary to prevent physical injury or damage should be applied. Particular care must be taken to avoid inflicting any unnecessary pain or injury.
- vi. Restraint must not involve deliberate, painful or dangerous procedures. It should:
 - i) Never interfere with breathing, blood supply or genital areas
 - ii) Never hold the head, throat or fingers
 - iii) Never hold wrists at the jointsThe hold should be discontinued as soon as the situation is deemed safe.
- vii. When using physical restraint members of staff have a responsibility to ensure that means other than force have been attempted or are proving impractical.
- viii. As soon as it is safe, restraint should be gradually relaxed to allow the pupil to regain self-control. The pupil should be told what will happen next to calmly reassure them, for example that you are going to release the hold and want them to stay quietly with you. Restraint should be an act of care and control, not punishment.
- ix. The circumstances and justification for using physical restraint must be recorded immediately or as soon as possible, but no later than the next working day.
- x. The member of staff must inform the Head Master and the Deputy Head Master as soon as possible of the incident. The pupil’s view should also be recorded as soon as possible, preferably on the same day.

- xi. If a member of staff or pupil has suffered an injury this must be reported and recorded at the Health Centre and a record of the injury should be passed on immediately to the Health and Safety Co-ordinator.
- xii. The Head Master or Deputy Head Master will discuss the incident with the teacher within 24 hours. A written record should include marking on a diagram to show where restraint has been used, the duration of the holding and a note of any potential injury to staff or pupil.
- xiii. The Head Master / Deputy Head Master or House Master will inform parents of the incident and allow the opportunity to discuss it.
- xiv. Counselling may be needed for staff who have been distressed by the incident. Following the incident the pupil should be counselled on the reasons why it was necessary to restrain him/her.

Legal Consequences of Inappropriate Physical Restraint

- 9. Unreasonable or excessive use of force may result in criminal proceedings for assault. Civil proceedings for damages for trespass to the person may also be instituted. Additionally, disciplinary proceedings may be taken against the staff member for unreasonable or excessive use of force.
- 10. No guidelines can cover every eventuality. Staff are expected to make their own professional judgements in the light of this guidance. Staff can then expect to be supported when an action in good faith follows from such judgements.

APPENDIX 2

Rewards and Sanctions – guidance for staff

Merits

- For academic work that shows significant effort or achievement
- For pastoral recognition of punctuality, tidiness or acts of kindness to others
- For effort or achievement in sport or other activities
- 10 merits - tutor's certificate and card home
- 3 certificates – HsM's commendation and card home

Distinctions

- For outstanding achievement in academic work
- For outstanding achievements in House or for others, e.g. in charitable or community service work
- For outstanding performance in sport, music or drama, or similar co-curricular achievements
- 5 distinctions – tutor's certificate and card home
- 3 certificates – HsM's commendation and letter home

Demerits

- For lateness with prep or to class / assembly
- For untidiness in work or appearance
- For repeated minor breaches of manners or regulations

Lunchtime Detention

- For five academic demerits
- For failure to submit prep on time, poor quality of prep, poor behaviour in class

Boarding Detention

- For five house demerits
- For more serious breaches of House regulations, at HsM's discretion

HsM's Saturday evening detention

- For alcohol, smoking, breaches of health and safety or absence offences, or any other serious offence at HsM's discretion