



# STONYHURST

AMDG

**Academic Year 2021-22**

CROSS CAMPUS BEHAVIOUR AND RELATIONSHIPS POLICY	
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*Whilst this Policy is a Cross Campus document, it consists of two discreet policies (College Behaviour and Relationships Policy and SMH Behaviour and Relationships Policy).*

## **COLLEGE BEHAVIOUR AND RELATIONSHIPS POLICY**

### **I. CONTEXT**

- 1.1. Stonyhurst College recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment, whether in school or in a remote learning environment (Stonyhurst Anywhere), where children are respected and valued and to always consider the best interests of the child.
- 1.2. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We operate within a culture of openness and recognise and accept that abuse can happen in any organisation.
- 1.3. Variations in behavioural procedure and expectations during periods of remote-learning, or of enhanced COVID-19 infection control measures in school, are noted where appropriate in this document.

### **2. INTRODUCTION**

- 2.1. Stonyhurst College is a Catholic school in the Jesuit tradition and Jesus Christ is at the centre of everything we do here. Forming intellectually competent, good and virtuous young people through education has been the work of Jesuit schools since 1548. It is desired by parents for their children and an enterprise in which all teachers and other school staff can share.
- 2.2. In 1973, the then Fr General of the Society of Jesus, Fr Pedro Arrupe, spoke to alumni of Jesuit schools and asked that all Jesuit pupils see themselves as men and women for others. This phrase is known by all pupils educated at Stonyhurst today; indeed, Stonyhurst exists to educate young men and women in the gospel values of Jesus Christ, the man for others.
- 2.3. The Society of Jesus has been closely involved in the education of the young from its inception and remains so today. Jesuit schools exist, not only for academic formation, but also for education in the virtues. In a Jesuit school, the chief responsibility for moral as well as for intellectual formation rests, finally, not upon any procedure or curricular or extra-curricular activity, but upon the teacher, under God. Further, Jesuit schools must always be communities where the welfare of all – pupils and staff – is central.

- 2.4. When St Ignatius founded the Society of Jesus he was concerned that its members always assumed a good intention in others, rather than a bad one. It was important for Ignatius to give people the benefit of the doubt and to encourage level-headed communication. In the Spiritual Exercises, he wrote:  
*It should be presupposed that every good Christian ought to be more eager to put a good interpretation on a neighbour's statement than to condemn it. Further, if he cannot interpret it favourably, one should ask how the other means it. If that meaning is wrong, one should correct the person with love; and if this is not enough, one should search out every appropriate means through which, by understanding the statement in a good way, it may be saved (SE 22).*
- 2.5. This informs and underpins Stonyhurst's approach to pastoral care.
- 2.6. In a number of other ways, too, Ignatius set out his vision for the Society: it was necessary for Ignatius to remind his followers to act positively in their treatment of others. He advised his brothers to govern *using all the love and modesty and charity possible. In this way, young Jesuits could thrive in supportive, encouraging, and positively charged environments. (Heroic Leadership by Chris Lowney)*. He also preferred a humble approach modelled after that of Jesus, who humbled himself to the point of death.
- 2.7. Ignatius encouraged open-hearted exchanges and seeking to understand the other so as to come to a common ground. He saw God in all things and in all people. He reminded his followers that all people are made in the image and likeness of God and that God dwells in each of us. As such, mutual respect is a non-negotiable element of communication.
- 2.8. Finally, Ignatius asked that his followers be good listeners. He advised that if one must correct another, it ought to be done *without hard words or contempt for people's errors. (Tylenda, A Pilgrim's Journey: The Autobiography of Ignatius of Loyola)*.

### **3. CURA PERSONALIS**

- 3.1. Cura personalis (the care for the individual) remains a basic characteristic of Jesuit education. Jesuit education recognizes the developmental stages of intellectual, affective and spiritual growth and assists each pupil to mature gradually in all these areas. Thus, the curriculum is centred on the person rather than on the material to be covered. Each pupil is allowed to develop and to accomplish objectives at a pace suited to individual ability and the characteristics of his or her own personality.
- 3.2. Personal development through the training of character and will, overcoming selfishness and lack of concern for others and the other effects of sinfulness, and developing the freedom that respects others and accepts responsibility, is all aided by the necessary and fair regulations of the school; these include a fair system of discipline. Of equal importance is the self-discipline expected of each pupil, manifested in intellectual rigour, persevering application to serious study, and conduct toward others that recognizes the human dignity of each individual.

- 3.3. Concern for total human development emphasizes the happiness in life that is the result of a responsible use of freedom, but it also recognizes the reality of sin and its effects in the life of each person.
- 3.4. It therefore tries to encourage each pupil to confront this obstacle to freedom honestly, in a growing self-awareness and a growing realization that forgiveness and conversion are possible through the redemptive love and the help of God.
- 3.5. Pupils are helped in their efforts to discover prejudice and limited vision on the one hand and to evaluate relative goods and competing values on the other. While they accept their gifts and develop them, pupils also accept limitations and overcome these as far as possible.

#### *Pastoral care*

- 3.6. Catholic schools exist to promote the **emotional and spiritual growth** of their pupils.
- 3.7. Teachers in Catholic schools should build **strong and appropriate relationships** with pupils that go beyond teaching: they take an interest in their development, they listen to their cares and concerns about the meaning of life, they share their hopes and fears, their successes and failures, and **accompany them through their childhood** and teenage years.
- 3.8. Catholic schools provide **a stable and welcoming community** to which children can belong.
- 3.9. Catholic schools recognise and **celebrate the varied successes and achievements of pupils**.
- 3.10. Catholic schools seek to **develop the God-given gifts and talents** of each pupil.
- 3.11. Catholic schools seek to **form attitudes and values** in their pupils that are **based on the gospel teaching** and actions of Jesus Christ.
- 3.12. Catholic schools lay **foundations for life-long learning**.
- 3.13. Catholic schools seek to foster in their pupils an **attitude of altruism and generosity**.
- 3.14. Catholic schools provide **a range of extra-curricular activities** which promote the physical, creative, spiritual, and intellectual development of pupils.
- 3.15. Catholic schools encourage pupils to adopt **a way of looking at the world which is positive and engaged**, and which seeks to change the world for the better.

3.16. In 2013 the Jesuit Institute published a new Jesuit Pupil Profile. Its aim was to propose a simple but challenging statement of the qualities we seek to develop in pupils in Jesuit schools, using key words which unfold Ignatius' own stated aim of "improvement in living and learning for the greater glory of God and the common good". In practice, it sums up all that is described above:

*Jesuit Pupil Profile*

Pupils in a Jesuit school are growing to be:

- **Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.
- **Attentive** to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.
- **Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.
- **Faith-filled** in their beliefs and **hopeful** for the future.
- **Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world.
- **Learned**, finding God in all things; and **wise** in the ways they use their learning for the common good.
- **Curious** about everything; and **active** in their engagement with the world, changing what they can for the better.
- **Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.



These virtues are encouraged by all at Stonyhurst, and particularly by those staff who have a role in the development of our young people: tutors, teachers, pastoral and boarding staff and the college leadership team.

#### **4. AIMS AND EXPECTATIONS**

- 4.1. The Policy on Behaviour and Relationships (incorporating rewards and sanctions) is designed to promote acceptable standards of behaviour in and around Stonyhurst College and St. Mary's Hall, and on any school visit or activity. It is based on clear values of humility, hard work, a wide outlook, inclusivity and tolerance: these are consonant with our values and ethos and pays heed to the liberal educational tradition that is equally applicable in today's international, multi-faith and multi-cultural society.
- 4.2. This policy places emphasis on the positive behaviour to be expected and rewarded (as well as the prevention and sanction of what is unacceptable). It also seeks to promote an excellent teaching and learning environment in which all pupils can realise their individual talents. It recognises Stonyhurst's duty to safeguard and protect the welfare of all pupils, and to act against inequalities and discrimination of any kind that are identified.
- 4.3. It relies on a culture of mutual respect between pupils, staff and parent and demonstrates an undertaking to promote this policy through wellbeing, tutorials and assemblies to pupils; through induction and INSET to staff; and parent forums such as at frequent playroom weekends which take place throughout the school year. The School's General Regulations are published in the Family Handbook and Boarding Handbook.
- 4.4. It is a primary aim that every member of our school community feels valued and respected, and that each person is treated fairly and well. The challenge of making every pupil matter centres on universal expectations for every pupil and each pupil being accepted as a unique pupil of God. We are a caring community, whose values are built on mutual trust and respect for all. The schools' Behaviour and Relationships policy is therefore designed to support the way in which all members of Stonyhurst College and St. Mary's Hall can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where expectations are high.
- 4.5. **Corporal punishment is never used at Stonyhurst College or at St. Mary's Hall, nor is force ever used as a form of punishment.**

## **5. RELATED POLICIES**

5.1. Alongside this policy should be read:

- The Safeguarding Policy
- Cross Campus Anti-Bullying Policy
- College Low Level Concerns Policy
- College Physical Restraint and Contact Policy
- Cross Campus Vandalism Policy
- Cross Campus Drugs & Substances Policy
- Cross Campus Alcohol Policy
- Cross Campus Theft Policy
- Protocol – Higher Line Smoking
- Protocol – Lower Line Smoking
- College Searching for Prohibited Items Policy
- Exclusion, Removal & Review Policy

## **6. REWARDING GOOD BEHAVIOUR**

6.1. The recognition of pupils' achievements is an integral part of our mission at Stonyhurst in order to foster self-worth and a sense of pride in our community. We are constantly seeking ways of highlighting all that is best at the College and ensuring that all pupils receive their fair share of recognition within a culture that strives for excellence and that is actively supported by all pupils and staff. We maintain that excellence at Stonyhurst is not confined to the naturally gifted; it is manifested with equal importance in those who strive to make the most of their abilities, at whatever level, and who distinguish themselves through their hard work and contribution to the community.

6.2. SEND pupils are identified through the Head of Learning Support and play an important part in the way that equality and diversity are celebrated. Reasonable adjustments are always made for pupils with SEND when it comes to the application of rewards and sanctions. The School understands that rewards are more effective than punishment in motivating pupils. The School is committed to promoting and rewarding good behaviour.

6.3. These criteria should be evident in Stonyhurst pupils and activate the Reward System:

- Involvement
- Commitment
- Generosity

6.4. Beyond normal everyday recognitions of success from subject teachers and pastoral staff, the following is a list of ways in which success can be celebrated at Stonyhurst:

- **The Headmaster's Commendation:** is awarded when a pupil is nominated by any member of staff to meet the Headmaster and receive a certificate commending his/her achievement, in whatever field. The commendation certificate is specially printed and signed by the Headmaster in the presence of the pupil. This should be regarded as a prestigious award; Once a term, the Headmaster or Head of Playroom establishes their own Awards Celebration for nominated pupils in each year group who have excelled. Nominations can be made by any member of staff but channelled through Houseparents and the Heads of Department;
- **Ties, scarves and badges:** are awarded for notable service in a particular area of school life, such as being on the Committee, receiving a colours' award for sport, serving faithfully as a sacristan and many others;
- **Postcards:** home are sent by Heads of Playroom to acknowledge contribution to specific areas of school life, excellent half term grades and any other achievements the Head of Playroom feels notable;
- **General Commendations:** to recognise publicly the achievements of individuals, or groups of pupils, across the whole range of activities – sporting (county & regional representation but also in-house recognition of effort, enthusiasm and contribution), academic (subject Olympiads but also recognition for those who may not be particularly talented but try consistently to do their very best), cultural (dance, drama, music, art), social (awareness of the needs of others, tolerance);
- **Colours, Half-Colours and Match Colours:** are presented to signify that a pupil has represented the College with distinction;
- **Presentations:** in Playroom or House assemblies involve members of staff not normally associated with that pastoral area being invited to present awards for a range of reasons – an academic success, helping others, sustained effort and commitment. Whole school assemblies can also be used in this way;
- **Public recognition:** can take the form of website or Playroom social media posts or articles in our own media outlets or in local/national/international print or online media.
- **Appointments to positions of responsibility:** pupils are appointed to positions of responsibility throughout their school career. These are within various spheres of College life. The most sought-after roles involve being appointed to the School Committee;

- **Great Academies:** takes place in May each year. This is a time when the achievements of pupils in all Playrooms are highlighted to the wider Stonyhurst Community. Pupils are awarded for achievement, commitment and generosity in all spheres of their life at Stonyhurst. This is the most high profile and public award service at Stonyhurst.
- Playrooms and Houses are encouraged to produce **Photographic Displays** mounted in pupils' social areas. Competition is encouraged between Playrooms, Houses and through the Inter-Line competition to produce the best visual presentations.

Successes of whatever sort should be celebrated by as many people as possible. Pupils should be encouraged to take a chance and get involved in things that are new. Heads of Playroom, Houseparents and Tutors should be informed as soon as possible about anything noteworthy involving the pupils and this 'bank' of information should underpin a pupil's confidence and give us all a clearer picture of the children we teach.

## 7. SANCTIONS

7.1. The following sanctions will be used, if necessary:

- **Departmental Sanction & Playroom/House Sanction:** are used in the first instance for relatively minor academic and behavioural matters. Any sanction issued should be communicated to the Head of Playroom and the pupil's Tutor via ClassCharts. An effective record can then be put together at that level of seriousness and perhaps pre-empt a situation getting out of hand.
- The **Academic Detention** takes place under the control of the Director of Teaching and Learning; If a pupil's behaviour warrants immediate application of a more serious punishment, that can be negotiated with the Head of Playroom or the relevant Deputy Head.
- **The College Leadership Team Sanction** takes place under the control of the Senior Deputy Head, and takes place after Games on a Wednesday afternoon, or before school on Saturday morning; This sanction, where a pupil has committed a sequence of misdemeanours but without malicious intent, is recorded against a pupil in ClassCharts and submitted only by a Head of Playroom; it is more reflective in nature and entails a discussion with the Senior Deputy Head. The pupil can expect to write a reflective essay as part of the fulfilment of the sanction, but where a pupil's behaviour warrants immediate application of a more serious and significant punishment, that can be negotiated with the Head of Playroom or the relevant Deputy Head and upgraded to a Saturday Evening Detention, administered by the Deputy Head (Pastoral).

The Saturday Evening Detention is the final available stage of in-school sanction, at which point the threshold is crossed to reach the highest level of punitive sanctions available to the College Leadership Team, progressing from internal and external isolation, to exclusion and removal.

- **Saturday Evening Detention:** is for more serious pastoral offences, albeit not crossing the threshold of gross misconduct or reckless actions or actions which might endanger both the pupil(s) in question or others as a result, for which the most serious sanctions are available as outlined in the Exclusion, Removal and Review Policy. The Saturday Evening Detention lasts up to two hours. Saturday Evening Detentions are submitted by the Heads of Playroom and overseen by the Deputy Head (Pastoral). If in doubt, advice can be sought from the Head of Playroom;
- In the most exceptional circumstances, a pupil might be required to serve a **Headmaster's Detention** on Saturday evenings, which lasts for three hours, reserved for offences of serious misconduct in a pastoral setting. In addition to the Saturday evening detention, pupils are also gated to the school on Saturday afternoon after Games and also on Sunday throughout the day.
- **Heads of Playroom & Houseparents** are encouraged to implement appropriate systems and a range of rewards to promote good behaviour within each playroom or boarding house. These can include:
  - withdrawing pupil privileges;
  - asking the pupil to perform menial, but not degrading, public duty chores, such as performing work around the School, its grounds or Boarding House;
  - Boarding house and day gating
  - Senior Deputy Head's Order: reporting at 07.55am for 6 days to the SDH's study.

7.2. When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and/or the school community as a whole. For example, a pupil **must not be sent out of class** nor **exposed to the possibility of harm by the sanction applied.**

7.3. **Minor breaches of discipline** are dealt with by staff as they occur and the sanctions set out above may be given. More serious breaches of discipline should be referred to the relevant Head of Playroom. The Senior Deputy Head &/or Deputy Head (Pastoral) must also be consulted in cases of breaches of discipline where there may be special circumstances which should be taken into consideration.

7.4. For **serious breaches of discipline (gross misconduct)**, the pupil may be asked to leave the School permanently.

All serious disciplinary matters that could lead to the permanent removal of the pupil from the School are reported to the Headmaster: **Exclusion, Removal and Review Policy**

#### *Exclusion*

- A pupil may be formally excluded from the School if it is proved on the balance of probabilities that the pupil has committed a grave breach of school discipline or a serious criminal offence. Exclusion is reserved for the most serious breaches.

#### *Removal*

- Parents may be required to remove a pupil permanently from the School if, after consultation with the parents and if appropriate the pupil, the Headmaster is of the opinion that:
  - a) by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the School; or
  - b) the parents have treated the School, members of its staff or any member of the School community unreasonably. A boarder may be required to leave boarding without necessarily being required to leave the School.
- The Headmaster will act fairly and in accordance with the principles of natural justice.

#### *Suspension*

- A pupil may be placed under either internal or external suspension for a period of up to fourteen days while a complaint is investigated or as a sanction in its own right. School privileges may be withdrawn during the period of suspension at the discretion of the Headmaster.

7.5. The School seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the School to support the School rules. Parents will be contacted to discuss any disciplinary matter which may result in Suspension, or where Removal or Exclusion is being considered. Parents will also be notified of any other disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.

## **8. ALCOHOL, DRUGS AND SMOKING**

8.1. Alcohol is a drug and its abuse is widespread. There is no doubt that it can be a destructive force, undermining the individual, the family and the community at large.

- 8.2. Our policy in establishing a response to the subject of alcohol is closely linked to our PSHE programmes. However, while education is our primary objective, the protection of our pupils is of equal importance and demands that we put in place clear directives. Unsupervised over-indulgence in alcohol, reliance on it to relieve stress, and the beginnings of an addiction, can all be concerns underlying the School's policy and compromise the well-being of the pupil.
- 8.3. While at the school, pupils may consume alcohol only within the norms laid down by the Headmaster. These norms stipulate that pupils in Rhetoric have specific privileges that fall within the Law of the Land. Similarly, it may be appropriate for the Headmaster or his Deputies to extend those privileges to pupils in Syntax and Poetry but only in extraordinary circumstances and, again, governed by the Law of the Land.
- 8.4. The statistics for the use of drugs amongst the young make it unlikely that any school is 'drug-free' and the shifting legal and social evaluation of cannabis adds further complexity. Drugs can still ruin lives. The allure of experimentation can be a snare and even limited use can be damaging. As in any school, we need to be particularly on guard for those, whether within or from outside, who seek to profit by the supply of illegal and forbidden substances.

#### *Drugs*

- 8.5. This expression refers to the possession, use and supply of controlled drugs and substances and the paraphernalia of drugs or substances intended to resemble drugs, or 'legal' drugs which can be obtained from a chemist shop, performance enhancing drugs, anabolic steroids, glue and other substances held or supplied in each case for purposes of misuse.
- 8.6. The central aim of the **Stonyhurst Drugs and Substances policy** is to keep drugs out of the School. We aim to do so by means of education, pastoral care, detection of users and a sanctions policy.
- **Education** - we educate the pupils to understand that the use of illegal drugs is, or may be, a criminal offence and will be harmful to their health, integrity, independence, opportunities and careers and will damage the society in which they live. We educate by means of personal development courses and assemblies, and by example, by discussion and by means of lectures from people such as doctors, lawyers, the police other professionals and, under certain circumstances, talks from reformed addicts.
  - **Discussion** - we encourage the pupils to discuss their anxieties about drugs or substances in confidence with a member of staff or the school counsellor(s). Matters brought into counselling by a pupil or his/her parents, in circumstances which are genuine, will be 'ring-fenced' from disciplinary sanctions or adverse report, unless to do so would fail to adequately safeguard other pupils, but a

pupil who is suspected of involvement with drugs or substances outside this context will face the full disciplinary consequences.

- **Detection** - Every complaint or report of involvement with drugs and substances will be followed up and investigated. A pupil suspected of involvement with drugs and substances may be suspended, for a period up to 14 days, pending further investigation and consideration of the facts ascertained.

Any disciplinary action taken will be in accordance with this **Behaviour and Relationships Policy**.

#### *Sanctions for supplying drugs*

- Anyone **supplying drugs** must expect to be **permanently excluded** immediately even if s/he is about to sit public examinations.

#### *Sanction for possession or use*

- Anyone possessing or using drugs must also expect to be **permanently excluded** but in exceptional cases, a supportive regime may be offered as an alternative to exclusion. The Headmaster is not obliged to offer a supportive regime.
- Stonyhurst reserves the right to **search pupils &/or their possessions for drugs, substances and related paraphernalia** where we have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Searches will be conducted in such a manner as to minimise embarrassment or distress.
- **Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.** Stonyhurst follows the DfE guidance in Searching, screening and confiscation (2018) and follows the **College Searching for Prohibited Items Policy**.

The School may use its discretion to decide whether police involvement is appropriate.

#### *Smoking*

- 8.7. We educate our pupils about the well-documented dangers of smoking and to deter them from experimentation that could lead to dependency.
- 8.8. Although education about smoking forms a key part of our PSHE, the simple dictate of the school is that all pupils are **forbidden** to smoke under any circumstances whilst they are at Stonyhurst, this includes e-cigarettes/vapes. **A series of sanctions, including, ultimately, suspension, are used to support young people's health.**

## 9. BULLYING

9.1. Stonyhurst is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. **Bullying of any kind is unacceptable at Stonyhurst and will always be treated as a serious matter.** It undermines the safety, security and confidence in individuals and the community in general. Whether physical or emotional, bullying can also cause psychological damage.

9.2. If bullying does occur, all pupils should be able to seek help and know that incidents will be taken seriously and will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the appropriate staff.

9.3. Through the operation of this policy, we therefore aim:

- to maintain and drive a positive and supportive culture among all pupils and staff throughout the School;
- to deter bullying behaviour, detect it when it occurs, and deal with it on a case-by-case basis by counselling and/or disciplinary sanctions and, if necessary, by exclusion and;
- to comply with the School's duties under the Equality Act 2010;
- to ensure that all governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is;
- to ensure that all governors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported;
- to ensure that all pupils and parents know what the school policy is on bullying and what they should do if bullying arises;
- to ensure that as a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

9.4. Bullying behaviour is always unacceptable and will not be tolerated at the Schools because:

- it is contrary to the Jesuit Ethos of Stonyhurst and therefore all our aims and values, our internal culture and the reputation of the School;
- it is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and;

- it interferes with a pupil's right to enjoy his/her learning and leisure time free from intimidation.
- 9.5. Bullying is repeated behaviour which hurts or causes distress by taking unfair advantage of another person in some way, making him or her feel uncomfortable or threatened.
- 9.6. Bullying may be:
- physical - hitting, kicking, pushing people around, spitting or taking, damaging or hiding possessions;
  - verbal - name-calling, taunting, teasing, insulting, or demanding money;
  - exclusionary behaviour - intimidating, isolating or excluding a person from a group;
  - general unkindness - spreading rumours or writing unkind notes, phone texts or emails or;
  - cyberbullying - using the internet, mobile 'phones, social networking sites , etc to deliberately upset someone else.
- 9.7. Bullying may also be:
- sexual - talking to or touching someone in a sexually inappropriate way; upskirting;
  - sexist - related to a person's gender;
  - racist, or relating to someone's religion, belief or culture;
  - related to a person's sexual orientation (homophobic);
  - related to pregnancy or maternity;
  - related to a person's home circumstances or;
  - related to a person's disability, special educational needs, learning difficulty, health or appearance.

### *Cyberbullying*

- Cyberbullying is the use of information and communications technology (ICT), particularly mobile electronic devices and the internet, deliberately to upset someone else. The School's separate **Acceptable Use of IT** and **E-Safety** policies provide guidance for pupils about cyberbullying and online safety.

### *Relational Aggression*

- The way boys and girls bully is sometimes different. Girls use communication to connect – to validate themselves and others. Boys, in contrast, use communication to establish hierarchy and status. Consequently, the way boys and girls bully is also different.

- Relational Aggression is the manipulation of relationships with the intent of harming or hurting others. Social exclusion is the basis of relational aggression. It is most commonly used by teenage girls, but can be used by boys on occasion. It is subtle and often hard to detect as many of the behaviours can appear to be misinterpreted by the onlooker. Examples might include cold-shouldering, purposely leaving a table when someone sits down and general nonverbal aggression. Equally, relational aggression may take the form of gossiping, rumour spreading, alliance building, negative online comments, name-calling and back-stabbing.
  - The school provides guidance to pupils and staff on how to deal with this type of bullying. When addressing issues of relational aggression staff will look for patterns that are indicative of relational aggressive behaviour. It is the slow persistent drip of small, apparently insignificant, actions over a prolonged period of time that cause the greatest upset and damage.
  - If a pupil is judged to be exhibiting these behaviours towards another person over a period of time, no matter how insignificant any one incident may seem in isolation, firm action will be taken by the school to address the behaviour of that pupil. **Suspension should be expected and in extreme, prolonged cases of relational aggression a pupil may be asked to leave the school.**
- 9.8. Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as 'teasing', 'banter' or 'a game' or 'for the good of' the other person'. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. **A bully who does not respond appropriately to advice or sanctions would ultimately have to leave the School.**
- 9.9. It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. A person may be vulnerable to bullying because of his/her age, physical appearance, nationality, colour, gender, sexual orientation, religion, culture or disability, or because he/she is new in the School, appears to be uncertain or has no friends. He/she may also become a target because of an irrational decision by a bully.
- 9.10. **A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence;** for example, it is an offence to send an electronic communication (such as a text message or e-mail) to another person with the intent to cause distress or anxiety. Advice may be taken from certain authorities as supportive partners to the school if it is suspected that a criminal offence has been committed, and the police will in all likelihood be informed as a matter of course.

- 9.11. **A bullying incident will be treated as a safeguarding concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. In line with KCSIE 2020, all peer-on-peer abuse is to be treated as a Safeguarding matter.**
- 9.12. Stonyhurst College recognises that good personal and professional relationships between staff and pupils are vital to ensure good order in the College. The Deputy Head (Pastoral) with the cooperative support of the Senior Deputy Head promulgates school disciplinary procedures, as directed by the Headmaster.
- 9.13. However, classroom and studies' discipline is largely the responsibility of individual teachers, while disciplinary matters outside the classroom are usually addressed by the appropriate Head of Playroom. Serious disciplinary matters are dealt with immediately by the Deputy Head (Pastoral) with the support of the Senior Deputy Head.
- 9.14. In disciplinary situations, there can be occasions when sanctions are perceived to be unfair and all pupils have a right to express complaints in an appropriate manner. A sensible approach to the person issuing the punishment can usually lead to clarification but, failing that, a pupil's Head of Playroom, Houseparent or Tutor can assist pupil in expressing a complaint.
- 9.15. Pupils are taught, encouraged and expected to develop and maintain a strong personal integrity that is truthful, generous, courteous and considerate of the needs and feelings of others. They are expected to have a positive and purposeful attitude to their studies and school lives, and to their relationships with staff and other pupils.

*Policies:*

The following policies relevant to this section are available on the parent portal. Certain regulatory policies are also found on the Stonyhurst website, [www.stonyhurst.ac.uk](http://www.stonyhurst.ac.uk)

- Safeguarding Policy
- Drugs and Substances Policy
- Alcohol Policy
- Smoking Policy
- Vandalism Policy
- Theft Policy
- Anti-Bullying Policy
- E-Safety Policy
- Exclusion, Removal & Reward Policy
- Complaints Procedure

## 10. PUPIL CONCERNS AND COMPLAINTS

10.1. Things do not always go well at school and we try to ensure that we have a structure in place within which pupils can feel confident that there is always an adult available who can help them overcome whatever difficulties may arise in any area of school life.

*Who can help in times of difficulty?*

- Your Head of Playroom
- Your Houseparent, Assistant Houseparent or other Deputy
- Any member of your Playroom or House Team
- Your Tutor
- The College Chaplains, Fr Curtis or Miss Hanley
- The School Counsellors, Ms. Roche and Ms. Ladlow
- The Health Centre Staff led by the Health Centre Nurse Manager, Mrs Ashworth
- The Deputy Head (Pastoral), Mr V Sharples, who has overall responsibility for your welfare
- The Senior Deputy Head, Dr Grigsby, closely supporting the Deputy Heads and Assistant Heads
- The Headmaster, Mr Browne, is always happy to see a pupil if he or she so wishes
- Any member of staff

10.2. **If you are concerned about anything, or if you think that you are being treated unfairly, you can approach any of the above for help. They will represent your anxieties to the appropriate person in a sensitive way.**

10.3. Your Head of Playroom or Houseparent would be the natural support in times of difficulty but you are entitled to seek assistance from any member of staff. If you are nervous about expressing a concern, or making a complaint, you might like to ask one of your friends to accompany you for support. This is perfectly acceptable. You can be assured that all concerns and complaints will be treated seriously and sensitively.

10.4. If you feel that your concern or complaint has not been addressed satisfactorily, you should talk to your parents who can then make contact with the school on your behalf as set out in the School's Complaints and Appeals Procedure. Likewise, if parents have a concern, the **Complaints and Appeals Procedure** is in place to ensure its resolution.

## 11. SCHOOL RULES

- 11.1. The Rules apply at all times during the academic year, including travelling to and from the school.
- 11.2. Stonyhurst pupils are expected to cultivate the highest standards of behaviour. Courtesy, consideration and good manners should characterise the dealings of Stonyhurst pupils with others. Pupils are expected to work hard in lessons and to participate with a positive and purposeful attitude in sports, extra-curricular activities and the life of the school in all its many facets. According to age and maturity, pupils are expected to exercise reasonable and responsible behaviour at all times.
- 11.3. All pupils must familiarise themselves with the Policy Statements issued by the Headmaster for their well-being.
- 11.4. Stonyhurst is committed to providing a safe and supportive environment for all pupils and staff. The deliberate causing of distress, either mental or physical, to another individual is always unacceptable. Pupils are expected to obey promptly and courteously the instructions of Staff, members of the Committee and Prefects in and out of the classroom.
- 11.5. If confrontational situations arise, pupils are expected actively to seek to defuse them; resorting to physical violence is never acceptable. While travelling in public places, pupils must pay particular attention to their conduct and appearance and to the need to show courtesy and consideration to members of the public. **Behaviour that may offend or intimidate members of the public or damage the reputation of Stonyhurst is regarded as a serious breach of discipline.**
- 11.6. Pupils are to have a particular care in protecting the environment of Stonyhurst and the locality. Litter is to be placed in a waste bin. Litter seen on the ground should be picked up and not passed by. Classrooms should be kept clean and tidy. No marks or damage should appear on College fabric, furniture or property.
- 11.7. All pupils are expected to familiarise themselves with the map defining “**Bounds**” which can be found on the Playroom/House notice board and the Deputy Head (Pastoral) and Senior Deputy Head’s notice boards in their respective studies. **No pupil is allowed to leave their accommodation after the time specified by their Houseparent. Failure to follow this instruction will be treated as a serious breach of security.**
- 11.8. Exeat permission for all excursions or visits must be obtained from the appropriate Houseparent. Specific permission is required to visit areas that are outside normal bounds for a particular Playroom. Such bounds are communicated in each Playroom and House.

11.9. Exeats to visit brothers/sisters at St Mary's Hall must be obtained from the Houseparent who will liaise with the authorities at SMH. **The front entrance to Stonyhurst is only to be used by Higher Line and never as an exit to games.**

## **12. RIVER HODDER**

12.1. Please observe the following instructions when visiting the River Hodder:

- No pupil is permitted to go to the River Hodder without the permission of his/her Head of Playroom or Houseparent.
- No pupils are allowed on the bank opposite the College. This is private land.
- No pupil in Lower Line is allowed to go to the River Hodder without adult supervision.
- No pupil is allowed to go to the River Hodder on their own in any circumstances. This includes Higher Line.
- You are expected to behave in a civilised fashion, considering local residents.
- Make sure there is no reckless behaviour.
- The river is dangerous even when the water level is low.
- Take some identification with you (a school calendar would do) in case you are challenged. Access to the Hodder is by the private road running adjacent to Hodder Place and can only be used by residents, pupils and staff.
- Day pupils who have permission to drive to school must not take their cars onto the private road leading to Hodder Place at any time.
- Do not drop litter, and please observe the normal rules of the countryside.
- Pupils are not permitted to swim in the River Hodder.

## **13. GENERAL HEALTH AND SAFETY RULES**

13.1. Pupils are forbidden to purchase, or be in the possession of, any kind of alcoholic drink, smoking or vaping materials and paraphernalia, illegal substances, controlled drugs, solvent-based substance, liquid narcotics such as THC, or what are called "legal highs".

13.2. The possession of any weapon is forbidden. Members of the archery and shooting clubs must keep their bows or guns in an authorised store and be registered with the supervising member of staff.

13.3. **Uniform:** Dress must conform to the school clothing list at all times.

13.4. Home clothes (mufti) are allowed after classes on Saturday and after Mass on Sundays. Special dispensations are given occasionally. Smart casual clothing may be permitted when going on trips to theatres, cinemas and the like but only with the permission of the teacher in charge.

13.5. All pupils must familiarise themselves with, and observe, the rules of the More Library, classrooms and various other places such as the Refectory, Laboratories and Playroom/House areas.

13.6. **Clearly, pupils are also expected to observe the Law of the Land**, the obligations of citizenship, high standards of manners, decency and consideration for others, the dictates of common sense and the duty to maintain the good name of Stonyhurst.

#### **14. CONTACT WITH PARENTS AND GUIDANCE**

14.1. The Head of Playroom will notify parents as soon as possible of serious disciplinary infringements. We value the input that parents might provide. Sanctions are clearly notified to pupils through their Head of Playroom and / or Houseparent and essential information is included in the School Calendar.

14.2. **In all matters of School Policy, the Headmaster has discretionary powers.**

As already mentioned, in matters of exceptional seriousness, the Headmaster reserves the right to permanently exclude a pupil. In such cases, parents have the right to appeal of the Chairman of Governors.

14.3. Please refer to the **Complaints Procedure** in the Policy section of the school website.

#### **15. PUPIL RELATIONSHIPS**

15.1. Relationships between pupils in the school are an important feature of learning to mature as responsible and considerate young men and women. An important part of the education we try to give our pupils is that they should all, in the words of the Mission Statement, “recognise their own dignity” and that they should “show one another respect and courtesy at all times”.

15.2. Pupils are required to exercise self-control and sensitivity in following sustained and exclusive relationships with one another, and to remember the greater good of the whole school community and the necessary participation of all in building that up by sharing friendships with a wider range of people.

15.3. Trust is an essential feature of the community in which we live, but in order to assist pupils the following regulations exist: pupils are expected to conduct themselves in a cultivated and mature fashion and to refrain from physical contact in public. Ignoring this directive will lead to public correction by the member of staff who sees the offence and referral to the appropriate Head of Playroom. A detention will be issued and the matter will be recorded.

- 15.4. **Lower Line boys and girls** are never allowed into each other's living quarters. Lower Line pupils are forbidden to enter other living quarters without the express permission of the Houseparent; such permission would normally only be granted for visiting brothers or sisters. **Pupils who fail to comply must expect to be suspended.**
- 15.5. **Higher Line boys are not allowed to enter the Girls' house without the express permission of the Houseparent or her designated Deputy &/or Assistant. Girls are not permitted to enter the boys' Poetry or Rhetoric areas unless they are at the permissible times.**
- 15.6. **Under any circumstances, boys are never allowed into girls' rooms; girls are never allowed into boys' rooms. Pupils who fail to comply must expect to be suspended.**
- 15.7. Instances of boys and girls behaving in a manner which is likely to result in emotional, psychological or moral damage and/or which could compromise themselves, their future and that of others, will be treated with the appropriate seriousness.
- 15.8. **Behaviour of an explicitly sexual nature is strictly forbidden and will lead either to suspension or permanent exclusion at the discretion of the Headmaster.**

## 16. SAFEGUARDING

- 16.1. Stonyhurst is committed to a Safeguarding (Child Protection) Policy that provides clear direction to staff and others about expected codes of behaviour in dealing with Child Protection issues. It complies with DfE guidance set out in "*Keeping children safe in education*" (18th January 2021), "*Working together to safeguard children* (9th December 2020) and the *Pan Lancashire Safeguarding Children Procedures* (as amended March 2021).
- 16.2. Stonyhurst is also committed to providing education to keep children safe online (Annex C, KCSIE 2020). As such, teaching about this is also part of the PSHE programme. Members of the computing department and the Director of Technical Services also teach about online safety across the campus in an age-appropriate way. Annex D (KCSIE 2020) refers to the regulations set out in the **National Minimum Standards for Boarding Schools**, which Stonyhurst follows.
- 16.3. Keeping children safe is everyone's **collaborative** responsibility, and the welfare of children and young people is paramount. Accordingly, all staff and volunteers ensure that they consider, at all times, what is in the best interests of the child.

- 16.4. The **Campus Safeguarding Policy** makes explicit Stonyhurst's commitment to the development and maintenance of good safeguarding practice and sound procedures, endorsed by the school's Mission Statement. We take advice from the School's Safeguarding Officer for Lancashire to ensure that our policy is in accordance with locally agreed inter-agency procedures and the requirements for boarders set out in the **National Minimum Standards**.
- 16.5. **If you are concerned that either you, or someone you know, is at risk of harm, or is suffering from harm, you MUST inform a member of staff.** Please tell the person you feel most comfortable talking to. All safeguarding issues are dealt with by the Acting Designated Safeguarding Lead (Mrs Winstanley), but she also has a team of Deputy Designated Safeguarding Lead colleagues who assist her, and who are available should you wish to speak to them. They are Dr Grigsby, Mrs Mallinson, Miss Livingstone and Mr (Owen) Hughes.
- 16.6. **There are notices across the college with contact details of all safeguarding and pastoral staff. Additionally, there are links to external agencies who are available to help you should you feel more confident speaking to someone outside the school.**

## SMH BEHAVIOUR AND RELATIONSHIPS POLICY

### Proverbs 22 v 6 says:

"Train up a pupil in the way he should go and when he is old he will not turn from it."

### I. AIMS AND EXPECTATIONS

- I.1. It is a primary aim that every member of our school community feels valued and respected, and that each person is treated fairly and well. The challenge of making every pupil matter centres on universal expectations for every pupil and each pupil being accepted as a unique pupil of God. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour and Relationships policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where expectations are high. Corporal punishment is never used at St Mary's Hall, nor is force used as a form of punishment.
- I.2. We believe that a pupil's behaviour is of great importance and it is one of our chief aims to see strong Christian character formed in our pupils. We believe that each pupil should:
  - aim to please God and other people before themselves;
  - love and respect each other;
  - show respect to adults;
  - be kind and compassionate to all, especially towards the more vulnerable members of the school;
  - develop servant hearts;
  - continually allow God's Holy Spirit to work in them so that He may bear His fruit in their lives;
  - maintain a soft heart and a teachable spirit;
  - be grateful for the things they receive.
- I.3. Therefore, the philosophy of this policy is embodied in the following:
  - *"The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control."* (Gal. 6 v 22)
- I.4. Through this policy, the school will promote such values as:
  - Respect for oneself and others;
  - Honesty;
  - Trust and fairness;

- Tolerance and compassion;
  - Self-discipline;
  - Respect for property and the environment;
  - Politeness.
- 1.5. We will underpin these with the firm teaching of Christian Values such as love, joy, peace, forgiveness, reconciliation and justice. The Christian Ethos will promote self-worth, self-respect and trust so that each member has sufficient confidence to raise questions, voice concerns and explore values and beliefs that will determine their own code of behaviour and responsible citizenship.
- 1.6. The school follows rules, but our Behaviour and Relationships Policy is not primarily concerned with rule enforcement; it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We treat all pupil fairly and apply this Behaviour and Relationships policy in a consistent way.
- 1.7. Our school will work to provide a Christian environment where all are:
- Secure, valued and cared for by all other members of the community;
  - Confident in voicing concerns, raising questions and exploring and confirming values and beliefs;
  - Listened to with respect;
  - Identified and appropriately supported;
  - Safe from bullying and discrimination in a Christian community that respects and cares for others.
- 1.8. The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good relationships, rather than merely deter anti-social behaviour. Good behaviour, healthy relationships and discipline are essential to an orderly working atmosphere where effective learning and teaching can take place. The Behaviour and Relationships policy should be clearly understood by all members of the school community; pupils, parents, governors, teaching and non-teaching staff.
- 1.9. The Behaviour and Relationships Policy will offer support systems for staff, who, in turn, have a responsibility in setting a good example to pupil and in contributing to the support systems if they are to succeed.

## **2. THE IGNATIAN PARADIGM**

- 2.1. It is our hope, as a Jesuit school, that St. Mary's Hall pupils display and live by the attributes within the Jesuit Pupil Profile. We hope that our pupils develop into loving, attentive, learned, curious, wise, grateful, discerning, compassionate, intentional, eloquent, faith-filled, prophetic and truthful individuals who go out into the world and become 'men and women for others'.
- 2.2. A key part of being educated in a Jesuit School is that we become reflective individuals. We hope to nurture mindful young people who live by their example and who learn from mistakes made and try not to repeat them. Reflection is a key attribute which ties in with the Ignatian exercise of Examen; where we look back on our day/week/month/year and reflect on whether there were things we did which we could have done differently. Reflection is therefore a vital attribute to nurture in our young people as we grow and learn.

## **3. THE ROLE OF STAFF**

- 3.1. All staff have a responsibility for encouraging pupils to behave well at all times. Our Jesuit School will be effective as we are proactive in providing regular behaviour and relationships training opportunities and apply appropriate rewards and sanctions which complement the distinctive Christian ethos and to encourage behaviour and relationships that reflects the example of Jesus.
- 3.2. Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other employees with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.
- 3.3. Classroom management skills are the single most important factor in achieving good standards of classroom behaviour and relationships.
- 3.4. The school recognises that where challenging behaviour is related to a pupil's special educational needs or 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.
- 3.5. Key characteristics of "good practice" are:
  - A positive approach to behaviour management with a fair, professional relationships with pupils.
  - A prompt start to lessons which are ordered but not rigid.
  - A calm and purposeful classroom atmosphere where pupils are encouraged to take responsibility for their own actions.

- Clear procedures and instructions with modelling of good behaviour.
- Appropriate work set and differentiated to ensure success with pupils encouraged to reflect on progress and set goals.
- High emphasis on learning with high recognition of positive achievement.
- Discouragement of unsociable behaviour by promoting mutual respect with a low emphasis on punishment.
- Enthusiasm and use of appropriate humour by the teacher showing an attunement with pupils.
- Resources well-cared for and well organised and quality display of pupil's work.
- Reference to published school rules (see appendix 1) with exploration of these through weekly circle time, PHSE activities and during tutor group.

3.6. Good order has to be worked for; it does not just happen. Pupils learn more in schools than they are taught. They learn from the messages carried by the way the school is run and the relationships between the people in it. As adults, we can set good examples and model the standards expected from pupils.

3.7. Promoting good behaviour involves the following:

- **Adjust the volume:** Avoid raising your voice, it only increases the noise. Lowering your voice can be much more effective. If the volume of your voice is always high, it loses its effect and doesn't help to control the situation.
- **Move around:** Your presence is extremely powerful. Don't stay stagnant at the front of your class. Move around and don't allow the pupil to become distracted. Talk to them about their task. Give them deadlines. For example, say: "I'd love to see two more ideas by the time I come back as your ideas are really interesting."
- **Tackle negativity:** Don't allow negativity to enter your classroom. If a pupil isn't ready to come in, provide a distraction or a time of calm. Allow the pupil to calm down so that they can enter in a calmer frame of mind.
- **Be prepared:** Prepare your resources before you start teaching. It allows you to challenge the pupil's energy as much as you can. Rustling papers and setting out resources while pupil wait only encourages low-level disruptions and sets the mood for the lesson.
- **It's your classroom:** Control your space. You are the decisive element in your classroom.
- **Keep calm:** Have a calm outlook. If you can't leave the room but are getting annoyed, walk away from the situation to calm yourself down before returning.
- **Don't deviate from teaching:** There is no need for an excessive response to low-level disruption. Don't interrupt your teaching to deal with it. It can be corrected by including the pupil's name into your explanation, a look or a signal of some sort.

- **Be positive:** Deal with low-level disruptions by using positive language. It doesn't give the pupil the opportunity to opt out but also sets the expectation.
- **Share your expectations:** Don't assume pupil understand what your version of acceptable is. Tapping, shouting, and throwing could be acceptable at home. A pupil needs to have reinforcement of your expectations.
- **Have a routine:** Having a routine in your classroom can help. Pupil can be uneasy when they do not know what is going to happen in the day. Pupil need to feel secure in their classroom and with their activities. They like to know what is coming up in their day so if things are going to change give them warning that something different will be happening and explain what to expect. Timetables - written or visual can support this.

#### 4. REWARDS

*In the Pre-Prep (including EYFS):*

- Share good behaviour and work with other staff members in the Pre-Prep including the Head of Pre-Prep and the Foundation Stage Coordinator.
- Praise good behaviour.
- Use classroom reward systems, such as stamps, stickers and star charts.
- Headmaster's Awards are awarded, each Friday, to pupil for good behaviour, work, attitude etc.
- In PPI and PP2, individual line points are awarded for good behaviour and work.
- In PPI and PP2, Golden time is linked to good behaviour.
- Treat each day as a fresh start; we encourage forgiveness and the opportunity to move on.

*From Lower Prep to Rudiments:*

- Credits and QJP (see Appendix 2 for the tariff of points for credits and debits at SMH).
- Headmaster's weekly callouts during Headmaster's Friday Assembly. The Headmaster will reward pupils who have been nominated by staff for good behaviour as indicated in the JPP. He may also award "colours" which are available for all the sports, drama, music, art and from the Chaplain.
- The weekly newsletter which goes to all parents will also highlight many pupil-initiated activities, both in and out of school which are worthy of celebration.
- Annually prizes are awarded for effort, achievement and progress to pupils across the school

- SEND pupils are identified through the SENCOs and play an important part in the way in which equality and diversity are celebrated. Reasonable adjustments are always made for pupils with SEND when it comes to the application of rewards and sanctions.
- Successes of whatever sort should be celebrated by as many people as possible. Pupils should be encouraged to take a chance and get involved in things that are new and should underpin a pupil's confidence and give us all a clearer picture of the pupil we teach.
- Use of Playroom reward systems.

*Figures and Rudiments:*

- **Braggs:** In Figures and Rudiments, 'Braggs' are awarded, linked to line points achieved (credits minus debits).
  - Bronze 'Brag' – awarded after 75 line points have been achieved.
    - Certificate and bronze star badge presented by the Headmaster in weekly assembly.
    - Tutor to write to parents with notification of the award.
  - Silver 'Brag' - awarded after 150 line points have been achieved.
    - Certificate and silver star badge presented by the Headmaster in weekly assembly.
    - Playroom leader to write to parents with notification of the award.
  - Golden 'Brag' – awarded after 300 line points have been achieved.
    - Certificate and gold star badge presented by the Headmaster in weekly assembly.
    - Deputy Headmaster/Assistant Headmistress to write to parents with notification of the award.
  - Platinum 'Brag' – awarded after 450 line points have been achieved.
    - Certificate and badge presented by the Headmaster in weekly assembly.
    - The Headmaster to write to parents with notification of the award.
    - Headmaster's 'Good Tea'
- **Line Period 'Top 10':** At the end of every reporting window (typically every half term) the top ten pupils in Figures and Rudiments playroom based upon effort score from the interim/end of term reports are identified and awarded the following additional line points.
  - First place is rewarded with 50 additional line points, second 30 and third 20.
  - Fourth to tenth place are allocated 10 additional line points into the overall 'pot' for that particular line period.

- **‘Club Zero’:** At the end of each term all pupils who have managed to avoid acquiring any debits will be identified and will receive recognition in the headmaster’s weekly assembly via the callout system.
- **‘Braggs’ and ‘Club Zero’ Termly Non-Uniform Day:** All pupils reaching the above thresholds or receiving no debits will be rewarded at the end of each term with a designated non-uniform day.

## 5. SANCTIONS

5.1. Corporal punishment is not to be used at St Mary’s Hall.

5.2. If a pupil misbehaves:

*In the Pre-Prep (including EYFS):*

- Encourage pupil to take responsibility for their own behaviour.
- Build time for periods of reflection.
- Re-direct behaviour through a positive statement and pupil make amends if they have upset someone by saying sorry or a kind gesture.
- Ask, tell and warn before sanctions are used.
- In the EYFS, it is understand that pupil are still developing appropriate behaviours. If a pupil 'misbehaves', they are asked if they made a 'good choice or 'bad choice'. Discussion then takes place to think why it was a bad choice to make e.g. it could hurt someone etc. After a short reflection, pupils are asked to make an appropriate action, for example to say "sorry".
- Further response to unacceptable behaviour will be:
- Time out; being removed from a situation without being removed from the classroom.
- Reporting to Head of Pre-Prep and the Foundation Stage Coordinator.
- Losing part of rec time or Golden time.
- Speaking to parents at the end of the school day; if this is not possible, a phone call may be made or an email sent.
- More formal meetings with parents.
- Pupil put on a positive behaviour report card; after discussion with parents.
- Meeting with Assistant Head (Lower School).
- Further disciplinary action may be taken in exceptional cases.

*From Lower Prep-Upper Elements:*

- Redirect behaviour using an example of good behaviour from another pupil;
- Reminder of school rules and expectations;
- Where persistent poor behaviour continues despite reminders, sanctions include:
  - Debits;
  - Loss of part or whole of a rec;
  - Withdrawal of privileges;
  - Referral to Head of Playroom, Assistant Head or Deputy Head;
  - Completion of reflection exercise including making amends with any other parties if necessary
  - Contact with parents;
  - Removal from a lesson to work in isolation from their peers but under supervision for a short period of time may be necessary in extreme situations;
  - Behaviour contracts, individual target cards or report cards may be initiated in partnership with parents for longer term issues;
  - Referral to the Headmaster;
  - Further disciplinary action in exceptional cases as set out below.

*Figures and Rudiments:*

*1. Classroom*

- The school recognises that where challenging behaviour is related to a pupil's special educational needs or 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.
- Classroom minor fatigue (non-recorded – e.g. clearing up, tidying chairs etc).
- Debit(s) issued within ISAMS Behaviour Management.
- Classroom Expectations (one set only to be issued - due in by the next lesson)
  - Missed piece of studies (in addition to the missed piece).
  - Repeated poor behaviour after warnings.
  - Teachers should be fully aware of IEP guidance before issuing expectations.

Once the above have been satisfied, the subject teacher can then instigate / request:

## 2. *Departmental or Playroom 'Fatigue':*

- Departmental Fatigue (loss of 1st or 3rd rec). Continued pattern of poor behaviour within lessons or failure to complete studies despite prior warnings.
- This should take place at 1st or 3rd Rec (20 minutes) each day and the pupil should be directed to the Tolkien Library (no drink or biscuits permitted) or the subject classroom. The tutor should be informed at this point.
- Ideally the teacher/tutor/playroom leader should supervise the pupil whenever possible.
- The pupil should complete a departmental or playroom-set task.

Once the above have been satisfied the subject teacher can then finally request:

## 3. *Detention*

- Detention can then be requested by the subject teacher if the following conditions are met:
  - The above in-class sanctions have been pursued.
  - Debit(s) have been recorded within ISAMS and the misdemeanour recorded.
  - Studies are still outstanding after the issuing of a set of expectations and a repeated attempt by the teacher to collect in the missing work and expectations such as a departmental fatigue.
  - The nature of the detention does not conflict with the recommendations of a documented IEP.
- Detentions should be interpreted as a serious escalation of the above steps. Any pupil being placed into detention will automatically generate parental contact between the Deputy Headmaster/Assistant Headmistress and home as a matter of course.
- Detentions are supervised by the Deputy Headmaster/Assistant Headmistress for continued misdemeanours within lessons and will override any existing commitment – e.g. choir, games, instrumental music. The detention will last for the full 45 minutes and the pupil will not be permitted to leave early. Work is expected to be set by the subject teacher to keep the pupil occupied throughout the 45 minutes.
- Detentions will be formally recorded in ISAMS with details of the misdemeanour. This will remain on record along with the reason.
- Records of formal sanctions will be reviewed regularly by the SLT so that patterns of behaviour can be identified and managed appropriately.

## 4. *'On Progress Report'*

- The 'On Progress Report' process can only be instigated by the Assistant Headmistress/Deputy Headmaster after a request from the relevant playroom leader and is designed to address a persistent on-going pattern of poor behaviour or non-compliance or after a poor interim or end of

term report. Specific target(s) such as punctuality or persistent poor behaviour in class etc. 'On Progress Report' periods will typically be one or two weeks in duration.

- The ISAMS 'On Progress Report' card will be used as the means for recording the 'On Progress Report' targets and performance in meeting these targets. Teachers are requested to comment in each lesson and indicate whether the target has been met. A pupil 'On Progress Report' is clearly visible within ISAMS registers highlighted in red throughout the duration of the 'On Progress Report' period.

#### 5. *Headmaster's Detention*

- A headmaster's detention is only instigated after the escalation of the above steps or for single incident deemed so serious it supersedes the earlier steps on the sanction ladder. A headmaster's detention will be preceded by contact between the headmaster and the parent of the pupil involved. It will be for a significant period of time (typically a few hours of an evening or weekend).

#### For the whole school:

Leading on from the above, the following sanctions may be followed:

- **Behaviour Contract:** may be negotiated between teacher and pupil.
- **Period of reflection:** Pupils may be asked to spend a short period of time away from school at home, creating the opportunity for time and space for them to reflect upon their actions and, hopefully, correct their behaviour, thereby learning from their mistake.
- **Suspension:** Formal suspensions can be internal or external and last for a longer period of time. Internal suspensions involve the pupil remaining in 'isolation' in school throughout the duration of the suspension and are primarily aimed at boarding pupils. External suspensions mean that pupils do not attend school throughout the duration of the suspension and will remain at home or with their parents or guardian. The school seeks to work in partnership with parent's over matters of discipline and it is part of the parent's obligation to the school to support the school rules. Parents will be contacted to discuss any disciplinary matter which may result in a period of reflection, suspensions or expulsion is being considered. Parents will also be notified of any other disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.
- **Permanent Exclusion:** In line with the school's permanent exclusion policy and subject to the appeals process set out in the Family Handbook.

## 6. SEARCHING PUPILS

- 6.1. **Informed consent:** The School staff may search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent. If the pupil refuses, sanctions will be applied in accordance with this policy.
- 6.2. **Searches without consent:** In relation to prohibited items, as defined below, the Headmaster, and staff authorised by the Headmaster, may search a pupil or a pupil's possessions, without their consent, **where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.**

### *Prohibited items:*

- knives or weapons, alcohol, illegal drugs and stolen items and;
- tobacco, smoking paraphernalia, including e-cigarettes and vaping materials and fluids, fireworks and pornographic images and;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to or damage to the property of any person (including the pupil) and;
- any item banned by the school rules identified as being an item which may be searched for and;
- any other items as defined in law as such from time to time.

- 6.3. **Searches generally:** If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing and/or;
- a search of school property, e.g. pupil' lockers or desks and/or;
- a search of personal property (e.g. bag or pencil case within a locker)

- 6.4. Searches will be conducted in such a manner as to minimise embarrassment or distress. Searches of a pupil or their possessions will normally be carried out in the presence of the pupil and another member of staff, however the school reserves the right to search a pupil's belongings without them being present in as outlined in the *Searching, screening and confiscating advice for schools (2014)*
- 6.5. Where a pupil is searched, the searcher and the second member of staff present will usually be the same gender as the pupil.

However, this may not be the case where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

- 6.6. Where the Headmaster, or staff authorised by the Headmaster, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance *Screening, searching and confiscation (2014)*

## **7. SEARCHING ELECTRONIC DEVICES**

- 7.1. If there is good reason to suspect that an electronic device has been, or could be used to cause harm, to disrupt teaching or break the school rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner.
- 7.2. If inappropriate material is found on an electronic device, the member of staff may retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is of such seriousness that police involvement is required. In certain instances, the involvement of the Police is a mandatory action.

## **8. COVID-SAFE ADDENDUM**

- 8.1. Respect for COVID-19 infection control measures, and for others, during any period of pandemic. At all times pupils are expected to respect and comply with any guidance, rules or reasonable requests in the furtherance of Covid-19 control measures, at SMH or elsewhere.
- 8.2. This includes:
  - Complying with designated year-group route-use and zoning measures
  - Complying with all social distancing requirements
  - Complying with required hygiene practices
  - Complying with reasonable staff direction around these matters.
- 8.3. In accordance with the general expectations in this COVID-Safe code of practice, all pupils are expected to show care and understanding for difficulties that others may be facing through the pandemic, and how significant their respect for these measures is for the physical and mental health of others.
- 8.4. No pupil should behave in a manner that carelessly or deliberately increases the risk of COVID-19 infection to another, or causes distress to another during this period. Shouting, spitting, littering, unnecessary physical proximity are all actions that might do so.

- 8.5. During the journey to and from the SMH, pupils may wear non-uniform clothes (although in a period of pandemic control measures, pupils should be advised of the absence of changing facilities at school).
- 8.6. Pupils should note that, whilst the use of changing spaces are contraindicated and/or restrained by social distancing, required SMH dress for pupils with PE, organised sports practises or games halves on a given day will be appropriate sports kit. Pupils are reminded of the requirement to be smartly and appropriately dressed at all times and in particular all kit should be clean and in good condition. Pupils whose dress does not meet these standards may be required to return home to change into normal school dress.

## **9. DIGITAL CONDUCT AND CONDUCT DURING PERIODS OF REMOTE LEARNING**

- 9.1. You must read and comply with the requirements of the ICT Acceptable Use Policy Agreement and Mobile Phone Policy. You should take care to keep any digital identity secure, as you will be held responsible for actions taken in your name. During any periods of Remote Learning, full commitment to SMH and SMH activities is expected as far as possible, and all school policies continue to apply. This includes the capacity of the SMH to apply sanctions for misconduct in breach of this Code. Summary expectations during periods of physical school closure or other periods of remote learning include:
- You must commit fully to your remote learning, including punctually attending your classes remotely as far as you are able, partaking in class discussion and completing all assignments and tasks whether in or out of lesson time to their best of your own ability. Work submissions should be punctual, in the medium requested by staff.
  - Your conduct in remote lessons should be excellent - never seeking to distract or derail. You must attend your remote lessons in appropriate dress (casual, fully clothed, torso - not pyjamas nor distracting attire) and particularly must ensure that, for any lesson or educational activity, or 1:1 communication, that includes any element of video conferencing, you should ensure that you have found an appropriate place to log-in, in a public area of the house (not your bedroom), with an appropriate plain background, and away from the possibility of any other person becoming inappropriately visible to others via your device.
  - You must not record or circulate sound, video or capture images in lessons on any device unless under the direction and with the permission of the supervising teacher. Malicious circulation of any such material, whether of pupils or of staff, will be treated as a serious breach of the pupil behaviour code.
  - All of your digital interactions with staff and other pupils must be positive, kind and appropriate.

## APPENDIX I – EXPECTATIONS OF ST MARY’S HALL PUPILS

<b><i>St Mary’s Hall pupils are known for their high standards of behaviour and, particularly in lessons and studies, they...</i></b>
<b>Arrival/Appearance to lessons</b>
Arrive at the lesson on time. Pupils arriving after the second bell rings are late.
Arrive at the lesson with the correct books and equipment which includes pen, pencil, ruler, eraser, calculator for mathematics and science, studies’ diary and any other necessary equipment.
Wait inside the classroom in an orderly manner with books ready and open. (Pupils remain outside the Music Classroom, Theatre, Science labs, and the ICT room).
Look smart! Their appearance should always be tidy (collars buttoned, ties done up, hair combed, shoes polished)
Stand when the teacher first enters the classroom or when another teacher on formal business or visiting guest enters the classroom.
<b>Within Lessons</b>
Settle quietly to silence when the lesson begins.
Respect the environment they are in.
Record thoroughly and always complete studies in full, on time, and to the best of their ability.
Remain seated during the entirety of the lesson, unless asked otherwise by the teacher. Pupils should stand for any visitors.
Show respect and courtesy to their teachers at all times.
Write in the top LH corner of every piece of work, A.M.D.G. which means ‘ <i>For the Greater Glory of God</i> ’.
Put up their hand to answer; they do not call out when the class is asked a question.
Apply themselves, try their best and work hard.
<b>At the end of Lessons</b>
Write at the end of their work L.D.S. which means ‘ <i>Praise God Always</i> ’ in the centre of the page.
Draw a line across the page at the end of the work.
Put chairs neatly under desks and leave the classroom in an orderly fashion.
Record studies accurately and comprehensively in their studies’ diary.
Wait to be dismissed from the lesson by your teacher.
<b>Studies</b>
Arrive at early evening studies promptly.
Arrive at studies with the correct equipment and do not ask to be excused for whatever reason.
Complete their studies in silence.
Tidy their desks/take away their books at the end of the studies session.
Wait to be dismissed from studies by the teacher on duty.
<b><i>...and they always THINK before they speak ...Is it kind? Is it true? Is it necessary?</i></b>

## APPENDIX 2 – TARIFF OF POINTS FOR CREDITS AND DEBITS AT SMH

Credits	Points tariff
Good effort	1
Good work in class	1
Good contribution in class	1
Good studies diary	1
Helping/kind to others	1
Good studies	3
School ambassador	3
QJP	5
Debits	Points tariff
Talking in lessons/assembly	3
Shouting out in class	3
No equipment (persistent)	3
Running in corridors	3
Poor Uniform appearance	3
No Blazer	3
No studies	5
Poor behaviour in class	5
Poor behaviour out of class	5
Persistent lateness to lessons	5
Insolence/Disobedience	7
Vandalism	10
Swearing	10
Fighting	10

*(The above points thresholds are subject to review throughout the academic year.)*

N.B. Credits are intended to be used extensively in day-to-day school life to reward the qualities we seek to promote.

Debits, in contrast, are intended to be used less regularly, carry a heavier tariff and, when issued, should have a gravity designed to give 'teeth' and currency amongst the pupil body.