

AMDG



STONYHURST

College Behaviour Policy Academic Year 2020 – 21

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Behaviour Policy

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.

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.

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.

Policy Aims

1.1 The aims of this policy are:

- to enable the Headmaster to carry out his responsibilities of maintaining order and good discipline in the College;
- to promote good behaviour
- to ensure, so far as possible, that every student in the College is able to benefit from and make his/her full contribution to the life of the Schools, consistent always with the needs of the school community
- To encourage listening, kindness, resilience, politeness, honesty and respect

School behaviour protocol

2.1 The school rules for Stonyhurst College shall be set by the Headmaster, determining the principles of the Schools in relation to:

- conduct and behaviour;
- self-respect and respect for others;
- respect for property and the environment

2.2 School rules are necessary for the safety and well-being of everyone at the College, for the reputation of the school community as a whole and for the protection of school property and the wider environment. It applies to all age groups and at all times when the student is:

- at school, representing the School or wearing school uniform;
- travelling to and from school;
- associated with the School at any time

- 2.3 Parents will be expected to take their children through the school rules from time to time. They can be found in the various policy documents held in the parent portal of the school website. The principles of the school rules will be reinforced at assemblies and at other times throughout the academic year.
- 2.4 The Board of Governors and the Headmaster intend that the school rules and policies for behaviour and discipline and any sanctions provided for breach of these expectations shall also, in appropriate circumstances, be capable of regulating the conduct of students 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

Rewarding good behaviour

- 3.1 Recognition of our 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 is actively supported by all pupils and staff. We encourage a culture that strives for excellence and is actively supported by all pupils and staff.
- 3.2 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.**
- 3.3 SEND pupils are identified through the Head of Learning Support and play an important part in the way that equality, diversity and inclusion is celebrated throughout the school. Reasonable adjustments are always made for pupils with SEND when it comes to the application of rewards and sanctions and given due regard as part of disciplinary processes.
- 3.4 The School understands that rewards are more effective than sanctions in motivating students. The School is committed to promoting and rewarding good behaviour. Three criteria should be evident in Stonyhurst pupils and activate the Reward System:
- Involvement
 - Commitment
 - Generosity
- 3.5 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:
- 3.5.1 **The Headmaster's Commendation** is awarded when a pupil is nominated by any member of staff, for example a Head of Playroom, 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;
- 3.5.2 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 Heads of Department which are, in turn, represented to the Head of Playroom who records this achievement;
- 3.5.3 **Ties** 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; the award of ties and College colours are made after the Colours and Awards Committee has been convened on a termly basis,

chaired by the Assistant Head Co-curricular.

- 3.5.4 **Cards 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;
- 3.5.5 **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);
- 3.5.6 **Colours, Half-Colours and Match Colours** are presented to signify that a pupil has represented the College with distinction. An award of College Colours / |Half-Colours and Match Colours may be made after the Colours and Awards Committee has been convened, usually on a termly basis, chaired by the Assistant Head Co-curricular.
- 3.5.7 **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 and the Headmaster’s Assembly can also be used in this way;
- 3.5.8 **Public recognition** can take the form of website, Tweets, Instagram postings or via Playroom Facebook page posts or articles in appropriate media outlets.
- 3.5.9 **Appointments to positions of responsibility** – students 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, subject to approval by the Headmaster;
- 3.5.10 **Great Academies** takes place in May each year. This is a time when the achievements of students in all Playrooms are highlighted to the wider Stonyhurst Community. Students 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.
- 3.6 Playrooms and Houses are encouraged to produce Photographic Displays mounted in pupils’ social areas. Competition is encouraged between Playrooms and Houses to produce the best visual presentation.
- 3.7 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.

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

Breaches of school discipline

The Headmaster may prescribe and authorise the use of such other sanctions as comply with good education practice and tend to promote good behaviour and observance of the school rules as set out in the family handbook.

The following descriptors indicate clearly the sanctions available to staff as well as the range of consequences.

- 4.1.1 **The Departmental Sanction** and the **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 by email. 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 Consequence** takes place under the control of the Director of Teaching and Learning, being no longer than 1-hour in duration on Friday afternoons and involving a restorative component;
- 4.1.2 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 Headmaster. However, the basic principle should be to start low. It is important that all information is sent to the Head of Playroom, Houseparent and Tutor;
- 4.1.3 **The College Leadership Team Consequence** is for more serious offences such as serious disciplinary infractions etc. This consequence lasts for no longer than 1-hour in duration on a Wednesday afternoon after Games and involves a restorative component such as a reflective essay or letter to the Headmaster. **A CLTC** may only be submitted by an Assistant Head (Heads of Playrooms) in consultation with the Senior Deputy Head;
- 4.1.4 All staff should consider carefully the **Care Plan Meeting** in order to address disciplinary or academic problems holistically. This approach may require that the student enters into a behavioural contract with the College. If in doubt, advice can be sought from the Head of Playroom;
- 4.1.5 In exceptional circumstances a pupil might be required to serve a **Headmaster's Consequence**, for a period no longer than 1-hour on Wednesday afternoons after Games. This is normally reserved for offences such as smoking and breaking bounds, but will involve a restorative component, including the writing

of a reflective letter to the Headmaster, as determined by the referring Assistant Head. In addition to this consequence, pupils can also expect to be gated to the school on Sunday. **A HC** may only be submitted by an Assistant Head (Heads of Playrooms) in consultation with the Senior Deputy Head;

4.2 Heads of Playroom and Houseparents are encouraged to implement appropriate systems to promote good behaviour within each playroom or boarding house. These might include:

- withdrawing student privileges;
- asking the student to perform menial, but not degrading, public duty chores, such as performing community service-based activity around the School or Boarding House;
- Boarding house and day gating

4.3 When considering the appropriate sanction, the risks posed to student 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 students' welfare and/or the school community as a whole.

For example, a student **must not** be sent out of class nor exposed to the possibility of harm by the sanction applied; if a member of staff requires support in the context of sanctions applied to pupils in an academic setting, support should be made available in the classroom through the Head of Department or relevant line manager, points of escalation being via the Academic Directors, ultimately resting with the Deputy Head Academic.

4.4 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 must also be consulted in cases of breaches of discipline where there may be special circumstances which should be taken into consideration (see paragraph 4.12 below).

Serious breaches of discipline

4.5 For serious breaches of discipline, the student may be asked to leave the School permanently. All serious disciplinary matters that could lead to the permanent removal of the student from the School must be reported to the Headmaster by the relevant Assistant Head, following consultation with the Senior Deputy Head. Please see the School's separate Exclusion, Removal and Review Policy.

4.6 Under COVID-safe circumstances, persistent breaches of the Pupil Behaviour Code or persistent attitudes or behaviours which are inconsistent with our ethos, including:

- persistent, major or malicious breach of School COVID-19 guidance and control measures;
- Other serious misconduct which affects the welfare of a member or members of the school community (including by persistent, major or malicious breach of the

College's COVID19 guidance and control measures) or which brings the College into disrepute (single or repeated episodes) on or off school premises.

- 4.7 **Exclusion:** A student may be formally permanently excluded from the School if it is proved on the balance of probabilities that the student has committed a grave breach of school discipline or a serious criminal offence. Permanent exclusion is reserved for the most serious breaches.
- 4.8 **Removal:** Parents may be required to remove a student permanently from the School if, after consultation with the parents and if appropriate the student, the Headmaster is of the opinion that:
- (a) by reason of the student's conduct, behaviour or progress, the student 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.

- 4.9 The Headmaster is required to act fairly and in accordance with the principles of natural justice. Please see the School's separate Exclusion, Removal and Review Policy.
- 4.10 **Isolation:** A student may be placed under either internal or external isolation 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 internal or external isolation at the discretion of the Headmaster.
- 4.11 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.
- 4.12 **Corporal punishment:** Corporal punishment is never used at Stonyhurst College.
- 4.13 **Equality:** The Schools will make reasonable adjustments for managing behaviour which is related to a student's special educational need or disability. Staff should seek advice from the SENCo if they are unsure about how to manage a student's behaviour where this is related to a special educational need or disability. Where exclusion needs to be considered, the Schools will ensure that a student with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any age, religion and belief, race, gender identity, sex or sexual orientation requirements affecting the student will also be considered.

Malicious allegations against staff

- 5.1 Where a student makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with this policy.
- 5.2 Where a parent has made a deliberately invented or malicious allegation, the Headmaster will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.
- 5.3 In accordance with the DfE's guidance *Keeping Children Safe in Education* (September 2020), the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Use of reasonable force

- 6.1 Any use of force by staff will be by reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable Force* (July 2013) and only when immediately necessary and for the minimum time necessary to prevent the student from doing or continuing to do any of the following:
 - committing a criminal offence;
 - injuring themselves or others;
 - causing damage to property, including their own;
 - engaging in any behaviour prejudicial to good order and discipline at the School or among any of its students, whether that behaviour occurs in a classroom or elsewhere
- 6.2 Where restraint is used by staff, this is always recorded in CPOMS and the student's parents will be informed about serious incidents involving the use of force.
Force is never used as a form of punishment

Searching students

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

7.4 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 student) 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.

7.5 **Searches generally:** If staff believe a student 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, eg student' lockers or desks and/or;
- a search of personal property (eg bag or pencil case within a locker)

7.6 Searches will be conducted in such a manner as to minimise embarrassment or distress. Searches of a student or their possessions will normally be carried out in the presence of the student and another member of staff, however the school reserves the right to search a student's belongings without them being present in as outlined in the *Searching, screening and confiscating advice for schools (2014)*

7.7 Where a student is searched, the searcher and the second member of staff present will usually be the same gender as the student. 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.

7.8 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)*

7.9 **Searching Electronic Devices:** 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.

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.

Records

- 8.1 Administration of major disciplinary consequences are recorded in the College Sanction Log. The record will include the name of the student concerned, the reason for the disciplinary consequences including relevant dates and the type of disciplinary consequence applied.
- 8.2 These records will be reviewed regularly by the College Leadership Team so that patterns in behaviour can be identified and managed appropriately.

Review

- 9.1 A student or his/her parents may request a review by the Board of Governors of the Headmaster's decision to permanently exclude or require a student to leave, or where a decision has been made to internally/externally isolate a student for seven days or more, or where isolation would prevent the student 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.

Please see the School's Expulsion, Removal and Review Policy.

- 9.2 There will be no right to a review by the Board of Governors of other sanctions but a student who feels aggrieved may ask the Headmaster, Senior Deputy Head or Assistant Head (Heads of Playrooms) to take up his/her concerns with the member of staff who imposed the sanction.

COVID-Safe Addendum

- 10.1 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 Stonyhurst College or elsewhere.

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.

- 10.2 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.

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.

- 10.3** During the journey to and from the College, 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).

Pupils should note that, whilst the use of changing spaces are contraindicated and/or restrained by social distancing, required College 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.

10.4 Digital Conduct and Conduct during Periods of Remote Learning

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 College and College activities is expected as far as possible, and all school policies continue to apply. This includes the capacity of the College 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:

- a. 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.
- b. 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.
- c. 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.
- d. All of your digital interactions with staff and other pupils must be positive, kind and appropriate.