WHITGIFT SCHOOL

Values, Recognition and Conduct Policy

Colleagues responsible for this policy:

Oz Bhatti (Deputy Head, Pastoral)
Email: oab@whitgift.co.uk

Adrian Norris (Assistant Head, Pastoral & Boarding)
Email: adn@whitgift.co.uk

Richard Martin (Proctor)
Email: rfm@whitgift.co.uk

Policy reviewed: July 2026

Next review: July 2027

We are Whitgift: A diverse and grounded community where every person belongs - to a circle of friends, a team, a pursuit and a shared purpose. Here, pupils are known, nurtured and challenged. Through exceptional teaching, unrivalled opportunities and deep personal support of each boy, they become more: ready to step forward with confidence into their future.

Vision: Become more

Values: Belonging, Curiosity, Ambition, Respect, Courage

Policy statement

Whitgift School is committed to fostering a respectful, inclusive and highly aspirational learning environment where every student is supported to flourish, not only academically, but also socially, personally and in all aspects of School life.

This policy underpins those aims by setting out the School's values, its promotion of positive conduct, and its approach to recognition, support and intervention when required. It ensures that high standards are upheld consistently across the School and that all students understand the expectations placed upon them. The School takes seriously its responsibility to create a culture rooted in mutual respect, acceptance, personal responsibility and the recognition of achievement.

We strive to instil positive, values-driven behaviour and believe this is best achieved through clear expectations, consistent routines and the building of meaningful relationships between staff and students, creating the conditions in which all students can learn and flourish. In keeping with this, staff model and promote positive behaviour and, where required, interventions and sanctions are applied fairly, proportionately and with due consideration of individual circumstances. Our

approach always aims to support the personal development, wellbeing and safety of students, as well as that of the wider school community.

Whitgift recognises that behaviour is a form of communication and that every interaction presents an opportunity for learning, growth and relationship-building. We seek to understand the context surrounding behaviour whilst maintaining consistently high expectations of all students. Understanding the reasons behind behaviour does not diminish accountability; rather, it enables responses that are fair, effective and informed by the needs of the individual and the wider community.

Our approach combines accountability with support. We aim not simply to respond to behaviour when it falls below expectations, but to actively develop the self-awareness, emotional literacy, judgement and character that enable young people to make positive choices, build positive relationships and contribute meaningfully to their communities.

We seek to understand before we seek to correct, and to support before we seek to sanction, whilst never compromising the safety, dignity, wellbeing or learning of others. Through this approach, the School promotes a culture of belonging, upholds its safeguarding responsibilities, fulfils its duties under the Equality Act 2010, and supports students in becoming responsible, respectful and compassionate members of society.

Aims

The aims of this policy are:

- To promote a safe, inclusive and respectful school culture that enables all students and staff to learn, work and flourish.
- To support effective teaching and learning through positive behaviour, strong relationships and high expectations.
- To recognise and celebrate effort, achievement, character and contribution across all aspects of School life, encouraging students to take pride in their actions, progress and place within the Whitgift community.
- To help students develop the self-awareness, responsibility, judgement and resilience needed to make positive choices and contribute meaningfully to their communities.
- To provide clear, fair and consistent systems of recognition, support, intervention and accountability that promote individual growth, uphold expectations and protect the wellbeing of the School community.
- To ensure that responses to behaviour are proportionate, relational and informed by pastoral understanding, safeguarding considerations and individual circumstances, including the use of sanctions where necessary.
- To uphold the School's commitment to equality, dignity and mutual respect, ensuring all members of the community are treated fairly and discriminatory behaviour is challenged robustly.
- To maintain an environment in which the safety, wellbeing and dignity of every member of the School community remain paramount.

Policy development

In developing this policy, the School has due regard to:

- Behaviour in Schools (DfE, 2024)
- The Education (Independent School Standards) Regulations (DfE, 2014)
- The Equality Act (2010)
- Fundamental British Values as part of SMSC Development in Schools (DfE, 2014)

- Keeping Children Safe in Education (KCSIE, 2026)
- Working Together to Safeguard Children (DfE, 2026)
- Preventing Bullying (DfE, 2017)
- Special Educational Needs and Disability Code of Practice (DfE, 2015)
- Mental Health and Behaviour in Schools (DfE, 2018)

Policy availability

This policy is available upon request to staff, students, and parents and should be read in conjunction with other school policies, including but not limited to:

- Appendix A: Guide to recognition and celebration (An Overview)
- Appendix B: Guide to Interventions (An Overview)
- Appendix C: Guide to Interventions Inside and Outside of the Classroom
- Appendix D: Behaviour for Learning Centre Protocol
- Appendix E. Values-Based Recognition, Celebration and Conduct
- Safeguarding and Child Protection Policy
- Substance Use and Misuse (Education) Policy
- Substance Use and Misuse (Discipline) Policy
- School Rules and Community Expectations
- Use of Reasonable Force and Restrictive Interventions Policy
- Searching, Screening and Confiscation Policy
- Behaviour for Learning Centre Protocol
- Anti-Bullying Policy
- Boarding Handbook and associated policies
- Mobile Phone and Electronic Devices policy.

Interpretation

For the purposes of this policy, the term "parents" is intended to include parents, carers, guardians and any other adult with parental responsibility for a student.

Whitgift identity, vision and values

The following core values should be seen as at the heart of the School's expectations of students and of itself as a community, with the underlying principle of "Become More". These values are not separate from behaviour; they provide the framework through which behaviour is understood, taught, recognised and supported.

We are Whitgift	A diverse and grounded community where every person belongs - to a circle of friends, a team, a pursuit and a shared purpose. Here, pupils are known, nurtured and challenged. Through exceptional teaching, unrivalled opportunities and deep personal support of each boy, they become more: ready to step forward with confidence into their future.
Become More	'Become more' reflects our belief that everyone in the Whitgift community can grow beyond their expectations. It represents our dedication to developing each boy's character and potential, while driving the School to continually improve. It invites and challenges us all to strive, discover and flourish together.

Belonging	Building a community in which every individual feels known, valued, connected and included.
Curiosity	Approaching learning, ideas and experiences with open minds, creativity and a desire to grow.
Ambition	Striving for excellence, setting high expectations and committing fully to our pursuits while supporting others to succeed.
Respect	Valuing the dignity of every individual, our community and the environment through our words, actions and choices.
Courage	Having the confidence to take risks, speak up, persevere through challenge and do what is right.

These qualities are nurtured through clear expectations, strong relationships and consistently upheld standards. An orderly environment helps students feel safe, show respect for others and contribute positively to the School community.

Staff, acting in *loco parentis*, have a duty to safeguard students and maintain good order. They are expected to model the School's values through professionalism, consistency and pastoral understanding, building positive relationships, recognising success and intervening appropriately when behaviour falls below expectations.

Students, in turn, are expected to respond with respect, honesty and cooperation. Strong partnerships between students, staff and parents, built on trust, mutual understanding and shared responsibility, are fundamental to a flourishing School community.

Through our values and daily interactions, students develop an understanding of democracy, individual liberty, mutual respect, tolerance and the rule of law. They are encouraged to understand both the freedoms they enjoy and the responsibilities that accompany belonging to a diverse and inclusive community. The School is committed to ensuring that all members of the community are treated with dignity, fairness and respect, in accordance with the Equality Act 2010. Students are expected to contribute positively to a culture in which diversity is valued and discriminatory behaviour is not tolerated.

The School's values provide the foundation for the conduct expected of all members of the Whitgift community. Students are therefore expected to:

- Contribute positively to a safe, respectful and inclusive community in which others are able to learn, work and flourish.
- Treat all members of the School community with dignity, kindness and respect, recognising that their words and actions have an impact on others.
- Engage positively with learning, approach challenges with resilience and curiosity, and make the most of the opportunities available to them.
- Act with honesty, integrity and personal responsibility, including when mistakes have been made.
- Respond positively to guidance, support and intervention from staff, recognising that these are intended to help them grow, learn and succeed.
- Respect the School environment, facilities, resources and the wider campus community.
- Conduct themselves in a way that reflects positively on both themselves and the School, whether on site, online or when representing Whitgift elsewhere.
- Help create a culture in which diversity is valued, differences are respected and every individual feels a sense of belonging.
- Follow the School Rules and Community Expectations, which provide the practical expectations that support the School's values and community life.

These expectations are intended not simply to define acceptable conduct, but to support students in developing the character, judgement and relationships that enable them to become more.

Roles & responsibilities

Safeguarding is the paramount responsibility of everyone within the School community and must inform all decision-making. Any potential risks, concerns or dangers must be identified, appropriately flagged and acted upon without delay in accordance with the School's Safeguarding and Child Protection Policy.

For individuals and the community to flourish it is important that everyone understands both the expectations placed upon them and the role they play in upholding the School's values.

Students

- Students have the right to learn in an environment that is safe, calm and supportive.
- Students also have a responsibility to contribute positively to that environment through their actions, words and choices.
- Students should expect a welcoming and respectful School community that provides opportunities to thrive academically, socially and personally, enabling them to take pride in their place within the Whitgift community. They are expected to engage positively with lessons, homework and the co-curricular life of the School, and to treat all members of the community with respect, both inside and outside the classroom.
- Students may, from time to time, have competing School commitments. Where this occurs, students should notify the relevant members of staff as soon as possible. Staff will liaise where necessary to agree priorities and make appropriate alternative arrangements.
- Students should follow reasonable instructions from staff whilst feeling confident that staff are approachable, supportive and willing to listen. Students are given clear guidance about the School's expectations through induction, form time activity, assemblies and other communications, and know where to seek support when required.
- Students are required to provide their name promptly when requested by a member of staff, supporting safeguarding, accountability and positive relationships. Students should also respectfully correct staff if their name is misremembered or mispronounced, helping to ensure that all individuals feel known and respected.
- School expectations apply beyond the School day and School site whenever students are under School supervision, using School devices or networks, representing the School, identifiable as a student of the School, or engaging with other members of the School community.
- All students, particularly those who are older or hold positions of responsibility, are expected to act as role models and ambassadors for the School and its values.

Boarding Students

- Boarding students are subject to the same values, expectations and procedures as day students. As a minority of the School community whose home is also on site, boarders occupy a unique position within Whitgift life. This brings additional opportunities and responsibilities in relation to community living, mutual respect, personal responsibility and the wellbeing of others.
- The School therefore recognises its enhanced pastoral, safeguarding and duty of care responsibilities towards boarding students and seeks to create a residential environment in which students feel safe, known, valued and

supported to flourish. In addition to the expectations outlined in this policy, specific procedures, recognition systems and expectations of conduct apply within the boarding community to maintain a safe, respectful and inclusive living environment. These are detailed in the Boarding Handbook and associated policies.

Governors

- Governors are responsible for ensuring that the School fulfils its legal, regulatory and safeguarding duties in relation to behaviour, equality, student welfare and wellbeing.
- Governors provide oversight of the School's culture, values and systems of recognition, support, intervention and accountability, while delegating the day-to-day implementation of these arrangements to the Headmaster and School leaders.
- Governors should expect to receive appropriate information regarding student conduct, wellbeing and behavioural trends, enabling them to assure themselves that the School remains a safe, inclusive and supportive environment in which students can flourish.
- The Chair of Governors will normally be informed of any permanent exclusion and may also be informed of particularly serious incidents where appropriate.

The Headmaster and Senior Staff

- The Headmaster and Senior Staff are responsible for promoting, safeguarding and modelling the School's values, culture and expectations, ensuring that they are clearly understood and applied consistently across the School community.
- They provide strategic leadership for the School's systems of recognition, support, intervention and accountability, ensuring that these reflect the School's values, safeguarding responsibilities and commitment to student wellbeing.
- Through regular review of behavioural, pastoral and safeguarding information, they monitor patterns and trends across the School, identify areas where further support may be required, and promote continual improvement.
- The Headmaster and Senior Staff support colleagues in exercising professional judgement, helping to ensure that responses to behaviour are fair, proportionate, relational and informed by the individual circumstances and needs of students.
- They seek to foster a culture in which students feel known, valued, challenged and supported to flourish, whilst maintaining high expectations and ensuring that the safety, dignity and wellbeing of all members of the School community remain paramount.

Staff (All)

- Staff seek first to build positive relationships, establish trust and promote success. The most effective behaviour intervention is a strong professional relationship combined with clear expectations and consistency.
- Staff recognise that behaviour is a form of communication and that students will, at times, navigate developmental stages, social influences and emerging trends that shape their choices and interactions. As an all-boys school, we recognise the importance of understanding these contexts, alongside the individual circumstances, needs, strengths and challenges of each student. Staff are therefore expected to apply pastoral understanding, professional curiosity and sound judgement when responding to behaviour, seeking to understand the context surrounding an incident and the needs of the individual whilst maintaining high expectations and personal accountability.

- Staff should, wherever possible, seek to de-escalate situations, maintain dignity and preserve relationships whilst ensuring that expectations are upheld. They should seek to understand before they seek to correct, and to support before they seek to sanction, whilst never compromising the safety, dignity, wellbeing or learning of others.
- Staff should expect a welcoming and respectful School community that enables them to carry out their roles in line with the School's ethos, policies, induction and training. Teaching staff are expected to establish and maintain classroom environments that promote effective learning, mutual respect and positive relationships.
- Staff should actively recognise and celebrate positive behaviour, effort, contribution, progress and achievement (see Appendix A: Guide to Recognition and Celebration), whilst also addressing behaviour that falls below expectations. Interventions should be applied promptly, fairly and consistently, with staff reporting, referring or escalating concerns in line with the School's guidance and Levels of Intervention (Appendices B and C).
- All staff have a responsibility to model, promote and uphold the School's values, contributing to a culture in which students feel safe, supported, known and challenged to 'Become more'.

Parents

- The School recognises parents as key partners in supporting positive behaviour, personal development and wellbeing. The strongest outcomes for students arise when home and School work together through a shared commitment to high expectations, open communication and mutual trust.
- Parents should expect regular communication regarding their son's progress, achievements and engagement with School life, including grades, reports, parents' evenings and updates via Involve. They should also expect timely communication regarding both successes and concerns, including where sanctions are issued, together with opportunities for discussion where appropriate.
- Parents are encouraged to maintain open communication with the School and to raise concerns promptly. In most cases, a student's Tutor will be the first point of contact, working closely with the Head of Year where necessary.
- Parents are expected to support the School's values and expectations, including their son's engagement with learning, completion of work, conduct and participation in the wider life of the School. This includes trusting staff to exercise professional judgement in carrying out their responsibilities and applying School policies fairly, consistently and in the best interests of students and the wider community.

Promoting positive conduct

- Students join Whitgift from a wide range of educational backgrounds and at different stages of their School journey. While a period of adjustment is expected, all students are required to follow the School Rules from the outset. Staff play an important role in communicating, modelling and supporting these expectations through positive relationships, clear guidance and consistent practice.
- Students are supported through a wide range of academic, pastoral and co-curricular opportunities designed to help them flourish and achieve their potential. These may include departmental clinics, academic support sessions, mentoring, targeted interventions and other forms of guidance and encouragement. Students are encouraged to engage positively with the support available to them and to take responsibility for their own learning and development.

- Positive behaviour is actively reinforced through lessons, tutor time, assemblies, workshops, enrichment activities and the Ideatum (PSHE) programme. These opportunities help students develop the values of Respect, Curiosity, Ambition, Belonging and Courage, alongside the self-discipline, judgement and personal responsibility needed to thrive both within School and beyond.
- Respect for the School environment, including its buildings, grounds, facilities, resources and shared spaces, is an important expectation. Students are encouraged to take pride in their surroundings and contribute positively to the community through their actions, choices and conduct, reflecting the values of Respect and Belonging. This includes caring for the wider environment of the School and showing consideration for the wildlife and animals that call the Whitgift campus home.

Equitable treatment

All students have the right to be treated fairly, respectfully and with dignity. In line with the School's values of Respect and Belonging, Whitgift seeks to create an environment in which every individual feels known, valued, included and supported to thrive.

Whilst expectations apply equally to all students, fairness does not always mean treating every student in exactly the same way. The School will take account of individual needs, circumstances and relevant contextual factors when determining appropriate support, interventions, and where necessary, sanctions.

In line with its duties under the Equality Act 2010, the School may make reasonable adjustments for students with Special Educational Needs and/or Disabilities (SEND) or other relevant vulnerabilities and circumstances. Such considerations do not remove accountability; rather, they help ensure that responses are fair, equitable and effective.

Where sanctions are applied, appropriate pastoral support, restorative work and other interventions may also be used to help students reflect, learn from incidents and make positive future choices.

Discriminatory behaviour is contrary to the School's values of Respect, Belonging and Courage and has no place within the Whitgift community. Whitgift is committed to ensuring that all members of the community are treated with dignity, fairness and respect, regardless of difference. This commitment reflects both the School's values and its duties under the Equality Act 2010, while promoting the Fundamental British Values of mutual respect, tolerance, individual liberty and the rule of law. Behaviour involving discrimination, harassment or victimisation will be addressed robustly, sensitively and in accordance with the School's safeguarding and legal responsibilities.

Recognition and celebration

The School seeks to recognise and celebrate the successes, achievements and contributions of students, teams, departments, year groups and the wider School community. Recognition helps reinforce the School's values of Respect, Curiosity, Ambition, Belonging and Courage, encouraging students to take pride in their efforts, achievements and contribution to the life of the School.

Celebration inspires students to give their best in all fields of endeavour – academic, creative, sporting, personal and service-based – whilst fostering mutual appreciation, strong relationships

and a sense of belonging within the School community. Recognition may take many forms, from an excellent contribution in class or an act of kindness towards a peer, to success at national level or the collective achievements of a team, society or production.

Types of recognition and celebration across the School

- Positive Behaviour Points, recorded on Involve (visible to parents), are the School's principal means of recognising day-to-day examples of positive conduct, effort, achievement, contribution and character. Mapped against the School's values and expectations, they provide a consistent way for staff to celebrate the behaviours and attitudes that contribute positively to the Whitgift community. Each Positive Behaviour Point awarded carries a value of one point.
- Values Commendations, recorded on Involve (visible to parents), recognise more significant or sustained examples of achievement, contribution, personal growth or conduct that exemplifies the School's identity, vision and values. Each Values Commendation is worth five Positive Behaviour Points and may be accompanied by additional forms of recognition, such as certificates, communication home or invitations to celebration events.
- Staff are encouraged to recognise positive conduct frequently and proactively, ensuring that students feel known, valued and encouraged to become more.
- Positive reinforcement is embedded in the daily life of the School. Encouragement and congratulations are offered routinely, whilst outstanding work, effort, conduct and contribution are recognised by teachers and departments through both informal and formal channels, including communication with home.
- Newsletters, publications, honours boards, School social media channels, website features, digital displays and other School communications celebrate the achievements of individuals and groups across the School. These platforms help ensure that effort, success, character and contribution are recognised both within the School community and beyond.
- Photographic displays, examples of student work and artistic contributions showcased around the School also help to celebrate achievement whilst reinforcing a sense of pride and belonging.
- Celebration assemblies are held approximately every five weeks to recognise achievements within year groups. Departments also have subject-specific approaches to recognising effort, engagement and achievement, including bespoke rewards, communications home and the awarding of Positive Behaviour Points.
- Appendix A outlines the levels of recognition and celebration and the forms these may take.
- The annual ‘Celebration of Whitgift Life’ event recognises achievement and contribution across academic, co-curricular and pastoral domains. Academic achievement and progress prizes are awarded across all year groups, alongside recognition for contributions to the broader life of the School. Performances, presentations and other celebrations reflect the diversity of talents and achievements within the Whitgift community.
- More targeted approaches operate throughout the School to recognise both significant achievements and the everyday successes that contribute to personal growth. Together, these approaches reinforce the School's values and encourage students to take pride in their efforts and the positive impact they have on others.

Junior Years

- Positive Behaviour Points are given particular focus and may be awarded for academic success, valuable contributions in class, sustained effort and application, acts of kindness or other positive contributions to School life. All staff are encouraged to recognise such achievements through Involve. Tutors and Year Group Teams regularly monitor Positive Behaviour Points and use these to facilitate more formal recognition, ranging from certificates to year-based awards.
- Teachers are also encouraged to use the Values Commendation system to recognise exceptional effort, engagement, attainment and personal growth. Nominations are sought each half term, with recipients recognised through commendation events and celebration assemblies. Values Commendations may be awarded for academic success, but equally for actions and qualities that exemplify the School's identity, vision and values, whether through leadership, service, perseverance, kindness, contribution to the community or personal growth.
- Junior Years Prefects are selected from the Second Form in recognition of their contribution to the Junior Section. They act as ambassadors, role models and House leaders within the community.

Middle Years

- The Positive Behaviour Points system continues, although the emphasis increasingly shifts towards collective recognition through House competition and House points. Individual awards and commendations continue to recognise significant achievement, contribution and commitment, with rewards events held throughout the year.
- Honours boards celebrate achievement in public examinations and other significant accomplishments.
- Middle Years Prefects are appointed from the Fourth Form through a process that recognises both contribution to the School and the views of their peers. They serve as ambassadors and role models, helping to support the smooth running of School life.

Sixth Form

- The Sixth Form is a distinctive stage of a student's journey through Whitgift, bringing increased opportunities, freedoms and responsibilities. Students are encouraged to demonstrate growing independence, maturity and judgement whilst acting as role models who exemplify the School's values in their conduct and contribution to the wider community.
- Individual achievements are recognised through assemblies, rewards events, UCAS references and other forms of School recognition. Honours boards continue to celebrate examination success.
- As the oldest students within the School, Sixth Formers are expected to act as role models and ambassadors. With this status comes both responsibility and privilege, including opportunities to contribute to the School community through

mentoring, volunteering, student leadership, assemblies and the wider expectations associated with Whitgift 12.

- Sixth Form Prefects are appointed from the Lower Sixth following a formal selection process involving applications and feedback from staff and peers. Prefects undertake a range of duties in service to the School and act as ambassadors for its values. From this body, the School Captain Team & Senior Prefect Team is appointed to provide leadership, support Student Voice and contribute positively to the culture and direction of the School.

Co-curricular contributions

- The School Colours system recognises outstanding commitment and achievement across the full range of co-curricular life. Staff are invited to make recommendations, which are considered by a committee of senior staff. Half Colours and Full Colours recognise sustained dedication, excellence, leadership and contribution in accordance with the School's values.
- Colours ties and blazers provide visible recognition of students' achievements and help celebrate the breadth and diversity of contribution across the School community.
- Additional ties recognise long-standing commitment in areas such as Music and CCF. These activities provide valuable opportunities for service, leadership and positive influence within the School.
- Honours boards in relevant departments, including the Sports Centre, recognise individuals and teams that have achieved success at regional, national or international level.

Accountability, Support and Sanctions

Whitgift seeks to respond to behaviour in ways that are fair, proportionate, relational and consistent with the School's values. Whilst high expectations apply to all students, responses will take account of relevant context, safeguarding considerations, individual needs and the wider impact of the behaviour on others.

Whitgift School does not administer corporal punishment under any circumstances. Forms of punishment considered unacceptable, excessive or degrading are strictly prohibited, including:

- Any action intended to cause physical pain, emotional distress, anxiety or humiliation.
- Deprivation of reasonable access to food or drink, or any form of enforced consumption.
- Prevention of contact with parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing as a punishment.
- Withholding medical, optical or dental treatment.
- Deprivation of sleep.
- Imposition of excessive fines.
- Confinement in any locked room or area of a building.

All staff are trained, both on joining the School and through regular updates and refresher training, in the School's Levels of Intervention framework (Appendices B and C). Staff are expected to intervene appropriately when behaviour falls below expectations. Consistent intervention helps maintain safety, supports learning and reinforces the values of the School community.

Clear and consistent responses help students understand expectations and maintain a safe, positive learning environment. Staff are therefore expected to intervene at an appropriate level and, where required, record concerns on Involve, refer matters to the relevant Year Group Team or Head of Department, or escalate concerns to senior staff.

Not every issue that is reported or investigated will require a formal sanction. In some cases, education, guidance, restorative conversations, reflective tasks and pastoral support are the most effective means of helping students reflect on their actions, repair relationships where necessary and make positive future choices.

Where sanctions are necessary, they are intended to promote accountability, reflection and learning. Sanctions form part of a wider process of support and intervention designed to help students take responsibility for their actions and move forward positively. Reflective tasks, restorative work and pastoral interventions may therefore accompany or follow a sanction where appropriate.

Restorative approaches may be used where appropriate and with the agreement of those involved. These approaches help students take responsibility for harm caused, rebuild trust and identify positive ways forward. Restorative practice does not replace accountability; it strengthens accountability through meaningful reflection and active steps towards repair.

In keeping with the School's values, students are expected to engage honestly and constructively when concerns are raised regarding their conduct. Honesty, cooperation and genuine reflection may be taken into account when determining outcomes and appropriate support. Conversely, dishonesty, attempts to mislead staff or repeated patterns of behaviour may result in more serious consequences.

School expectations apply not only during the School day, but also when students are travelling to or from School, participating in School activities, using School devices or networks, engaging with members of the School community, or in any context where they may be identifiable as a Whitgift student.

Wherever possible, the School seeks to understand before it seeks to correct, and to support before it seeks to sanction, whilst never compromising the safety, dignity, wellbeing or learning of others. Responses to behaviour are guided by the needs of the situation and may involve support, intervention and, where necessary, sanctions as part of the School's wider approach to accountability, reflection, learning and personal development.

Recording, Monitoring and Communication

- The School uses both Involve and CPOMS to support record-keeping, monitoring and communication amongst relevant staff.
- Positive Behaviour Points, Negative Behaviour Points and detentions are recorded on Involve and are visible to parents. These records help staff recognise effort, achievement, identify patterns of conduct and support communication between students, parents and staff.
- CPOMS is not visible to parents and is used where concerns require further investigation, intervention, support, and/or pastoral oversight. This may include serious behavioural incidents, Behaviour for Learning Centre referrals, or repeated concerns requiring escalation. CPOMS is also used to record the follow-up associated with more serious sanctions.

- Together, these systems help ensure that students receive appropriate support whilst enabling staff to build a fuller understanding of a student's strengths, needs, and circumstances over time.

Negative Behaviour Points

- In addition to recognising positive conduct through Positive Behaviour Points, the School may record concerns regarding conduct on Involve (visible to parents) using Negative Behaviour Points, in line with the School's Levels of Intervention framework.
- Negative Behaviour Points are intended to provide a consistent record of concerns, support communication between staff, students and parents, and help identify patterns or emerging needs at an early stage.
- The recording of a Negative Behaviour Point does not automatically lead to further sanctions. Rather, it enables appropriate support, intervention and accountability to be put in place where required, helping students reflect on their conduct and make positive future choices.
- Repeated or more serious concerns may result in escalation through the School's Levels of Intervention framework and the application of further support, interventions or sanctions where appropriate.

Departmental detentions (Level 3) and extra work

- Departments and individual teachers may issue detentions or additional work where expectations relating to behaviour, classwork or homework have not been met. Additional work may be:
    - Completed in the student's own time.
    - Undertaken in a detention.
    - Completed under the supervision of the teacher at another appropriate time.
- Students will normally be given reasonable notice of an after-school detention (typically 24–48 hours), particularly younger students. However, where appropriate and with parental agreement, a detention may take place on the same day. If travel arrangements, unchangeable commitments or other practical difficulties make attendance problematic, students should raise these with the member of staff concerned as soon as possible so that a suitable arrangement can be considered.

Behaviour for Learning Centre

- The Behaviour for Learning Centre provides a structured and supervised intervention for students whose behaviour is preventing them from learning effectively or significantly disrupting the learning of others.
- The Centre forms part of the School's wider approach to accountability, support and personal development. Its purpose is not simply to remove a student from learning, but to support regulation, reflection and a successful return to learning whilst maintaining the education and wellbeing of all students.
- Students referred to the Behaviour for Learning Centre are supported to reflect on the circumstances that led to the referral, complete their academic work and prepare to re-engage positively with learning.
- Referral to the Behaviour for Learning Centre may be accompanied by pastoral support, restorative work, investigation or sanctions where appropriate. Students may also be temporarily removed from lessons whilst safeguarding concerns or other incidents are explored to support student welfare, maintain safety and enable appropriate enquiries to be undertaken.

- The use of the Behaviour for Learning Centre should always be informed by the School's values, safeguarding responsibilities and relational approach to behaviour, taking account of the individual circumstances and needs of the student.
- Further guidance regarding referrals, procedures and follow-up can be found in Appendix D: Behaviour for Learning Centre Protocol.

Prefect Detention (Level 3)

- Prefect Detentions form part of the School's graduated approach to accountability and are overseen by the Proctor. Prefects may issue detentions for lower-level concerns regarding conduct or School expectations, such as failing to follow instructions, inappropriate conduct towards others or behaviour that falls below expected standards of respect.
- Students attend a lunchtime detention, complete a reflective task and take part in a discussion regarding expectations, conduct and their responsibilities within the School community.

Proctor Detention (Levels 3 and 4)

- Proctor Detentions are overseen and administered by the Proctor and are used where a more formal response to concerns regarding conduct is required.
- Proctor Detentions take place on Fridays between 4:00pm and 5:00pm and are supervised by the Proctor.
- Students undertake a reflective task during this time and speak with the Proctor about the concerns that led to the detention, reflect upon their impact and consider positive next steps.

School Detention ("Year Group Detention") (Levels 3 and 4)

- These detentions are held on a year-group basis, normally after School and for up to one hour.
- Reflective tasks or restorative activities may be used to support students in understanding the concerns that led to the sanction and the expectations moving forward.

Sectional Detention (Level 4)

- In cases of serious misconduct or repeated failure to meet School expectations, a Sectional Detention may be issued.
- Sectional Detentions take place after School on Fridays at designated points throughout the term. The duration may vary according to the age of the students involved.
- They may be issued by the Headmaster, Senior Deputy, Deputy Heads, Assistant Head (Pastoral and Boarding), Directors of Section or the Proctor.

Headmaster's Detention (Level 4)

- Headmaster's Detention is reserved for serious concerns regarding conduct.
- This level of sanction may be required where a student's conduct has seriously undermined the School's values, compromised the safety or wellbeing of others, brought the School into disrepute, involved repeated and significant breaches of expectations, or caused harm to members of the School community.
- Examples may include bullying, aggressive behaviour, vandalism, possession of prohibited items, repeated refusal to engage positively with School expectations, or behaviour that significantly undermines the values of the School.

- Headmaster's Detention takes place on a Saturday morning and requires attendance in full School uniform for a period of two hours.
- The seriousness of the incident, together with all known circumstances and relevant context, will be considered. Students receiving a Headmaster's Detention will meet with a senior member of staff to discuss the incident, reflect on its impact and clarify expectations moving forward. Follow-up meetings may also take place where appropriate.

Suspension

- The Headmaster retains the authority to suspend a student or require their permanent removal from the School. In practice, responsibility for suspension decisions is usually delegated to the Senior Deputy in consultation with appropriate senior colleagues.
- Suspension is a serious sanction and will normally be used only where other interventions have been unsuccessful, where behaviour is of such seriousness that it warrants immediate action, or where it is necessary to protect the safety, wellbeing or education of others.
- Examples may include serious breaches of School Rules, behaviour that causes significant harm to others, serious discriminatory behaviour, violence, theft, or conduct that substantially undermines the values and reputation of the School.
- Suspensions are used judiciously and proportionately, recognising the School's commitment to safeguarding, wellbeing and attendance.
- On occasion, and at the discretion of senior staff, a suspension may be served internally. In such circumstances, the student remains in School but is removed from normal circulation and participation in aspects of School life for a defined period. An internal suspension seeks to balance accountability with continued supervision and pastoral support. The decision to use an internal suspension will take account of the seriousness of the concern, the needs of the student and the safety, wellbeing and learning of the wider School community.
- Where a suspension is issued:
    - Parents will be informed in writing.
    - The reasons for the suspension will be stated clearly.
    - The duration of the suspension will be specified.
    - Arrangements for return to School will be set out.
    - Appropriate work may be provided.
    - A reflective task may be required.
- Upon returning to School, the student will attend a reintegration meeting with a senior member of staff. The purpose of this meeting is to:
    - Support a successful return to School
    - Promote reflection and accountability.
    - Clarify expectations moving forward.
    - Identify any additional support that may be required.
    - Ensure a shared understanding between the student, parents and School.
- Whilst a formal Governors' appeal process does not apply to suspensions, parents may write to the Chair of Governors if they wish to raise concerns.

Permanent Exclusion

- Permanent exclusion will only be considered in exceptional circumstances.
- It may be necessary where a student's conduct represents a serious breach of the School's values, expectations or rules, or where allowing the student to remain in School would seriously affect the safety, wellbeing or education of others.

- The Governors have established procedures for reviewing such decisions and hearing any appeal.

Disciplinary Points System

- Whitgift believes in promoting positive models of behaviour and encouraging students to act in accordance with the School's values.
- The Disciplinary Points System is an internal pastoral and disciplinary tool used to help the School identify emerging patterns of behaviour and ensure that students receive appropriate guidance, support and challenge. The system enables staff to consider behaviour over time, rather than as isolated incidents, and to respond in a way that promotes personal growth, responsibility and positive engagement with School life. Points are used for internal monitoring and review purposes and do not form part of routine correspondence with students or parents.
- Students whose behaviour gives rise to serious concern, or who demonstrate a pattern of behaviour inconsistent with School expectations, may require additional support, intervention and accountability to help them make positive choices and engage successfully in School life. The purpose of the system is not to reduce behaviour to a numerical score, but to ensure that emerging concerns are identified and that appropriate support, intervention and accountability can be put in place.
- The following sanctions attract disciplinary points for internal monitoring purposes:
    - Suspension: 6 points
    - Headmaster's Detention: 4 points
    - Sectional Detention: 2 points
- A threshold of 12 points applies over a rolling 12-month period. Reaching or exceeding this threshold will normally trigger a formal review of the student's pattern of behaviour, disciplinary record and support needs. The review will consider both the frequency and seriousness of incidents and any relevant contextual information.
- This review will normally involve:
    - Consideration of the student's disciplinary record.
    - Review of relevant pastoral, academic and safeguarding information.
    - A meeting involving the student, parents and an appropriate senior member of staff.
    - Consideration of any further support, expectations or interventions required.
    - Confirmation of outcomes in writing.
- As part of our commitment to ensuring students are well prepared for the opportunities and responsibilities of Sixth Form, students who accumulate 10 or more points prior to entry into the Lower Sixth may be asked to participate in a review of their preparedness for the opportunities and responsibilities of Sixth Form.
- A record will be maintained of all suspensions, Headmaster's Detentions and Sectional Detentions. Whilst only points accrued within the previous 12 months contribute to the active disciplinary total, earlier incidents may be considered as part of any wider review of conduct and support needs.

Appendix A. An overview guide to recognition and celebration

This appendix provides a summary of the ways in which effort, achievement, contribution and positive conduct are recognised across the School. Further detail can be found Section 9 of the Values, Recognition and Conduct Policy.

- Recognition and celebration are central to life at Whitgift. By acknowledging effort, achievement, contribution and positive conduct, staff help reinforce the School's values and strengthen a culture in which students feel known, valued and encouraged to 'Become More'.
- Every appropriate opportunity to offer praise and recognition should be taken, whether within the classroom, around the School or through the wider life of the community.

Level 4	**Praise and formal celebration** Verbal recognition and congratulations by any member of staff for exceptional conduct, contribution, effort or achievement, or for consistently exemplifying the School's values. This may be accompanied by referral to a Head of Department or Year Group Team for significant recognition, such as an invitation to meet the Headmaster, a major award or recognition at the Celebration of Whitgift Life.
Level 3	**Praise and referral** Verbal recognition and congratulations by any member of staff for significant or sustained conduct, contribution, effort or achievement. Further referral may be made to a Head of Department, Tutor or Year Group Team for formal recognition, such as communication home, a Values Commendation, invitation to a celebration event or other significant acknowledgement.
Level 2	**Praise and positive behaviour point** Verbal recognition and congratulations by any member of staff for notably positive conduct, contribution, effort or achievement. This is further recognised through the awarding of an Positive Behaviour Point on Involve (visible to parents) for the attention of Tutors and Year Group Teams.
Level 1	**Everyday praise** Verbal recognition and congratulations by any member of staff for positive conduct, contribution, effort or achievement that reflects the School's values and expectations.

Appendix B. An overview guide to interventions

This appendix provides a summary of the approaches that staff should follow when responding to concerns regarding student conduct. Further guidance, information and examples can be found in the Guide to Interventions for Student Conduct.

Level 4	**Intervention and immediate referral to a senior member of staff** For serious incidents or situations requiring urgent senior oversight. In a lesson setting, students should be directed to the Behaviour for Learning Centre. Outside lessons, students should be escorted immediately to an appropriate member of staff. Record the matter on CPOMS at the earliest opportunity.
Level 3	**Intervention and referral** Used where a more formal response, intervention, support or sanction is required. In lessons, concerns are referred to the Head of Department or Year Group Team; outside lessons, to Prefects, Year Group Teams or other appropriate staff. See the separate Guide to Interventions Inside and Outside the Classroom for further information. Record the matter on CPOMS at the earliest opportunity.
Level 2	**Intervention and record (including confiscation)** A concern that requires immediate discussion with the student and should also be recorded on Involve (visible to parents) as a Negative Behaviour Point for the attention of Tutors and Year Group Teams. This may include confiscation where appropriate and in accordance with School policy.
Level 1	**Intervention** A low-level concern addressed through a constructive conversation, reminder, guidance or redirection, helping the student to reflect and re-engage positively, with no further action normally required.

Key principles

- Effective interventions help students understand expectations, reflect on their choices and make positive future decisions, whilst maintaining the safety, dignity and wellbeing of all involved.
- Positive intervention is rooted in strong professional relationships. Staff should seek, wherever possible, to use their knowledge of the student and the strength of the relationship to guide, support and positively influence conduct.
- Responses should seek to strengthen relationships, reinforce the School's values and support learning, whilst avoiding unnecessary escalation wherever possible.
- The appropriate level of intervention will depend on the nature of the incident, the needs of the student, the wider context and any relevant pastoral or safeguarding considerations.
- Staff should feel confident in using the support and intervention systems available to them and should seek advice from colleagues where appropriate to ensure consistency and shared good practice.
- Wherever possible, the School seeks to understand before it seeks to correct, and to support before it seeks to sanction, whilst maintaining high expectations and ensuring accountability.

Appendix C. Guide to interventions for student conduct

This appendix provides a summary of the approaches that staff should follow when responding to concerns regarding student conduct. This reference guide should be considered alongside the Overview Guide to Recognition and Celebration, Overview Guide to Interventions, Staff Handbook, School Rules and Community Expectations, and the Values, Recognition and Conduct Policy.

Level 4	**Immediate intervention and referral to a senior member of staff** For serious incidents and behaviour that significantly undermines the School's values, the safety of others, or an unacceptable response to an earlier intervention. Examples may include: • Vandalism. • Aggression or violence. • Serious defiance. • Serious discriminatory behaviour, including racism, sexism, homophobia or misogyny. • Serious bullying. • Serious disruption to learning. • Persistent refusal to follow reasonable instructions. • Behaviour that significantly prevents others from learning or feeling safe. Students should be escorted immediately to an appropriate senior member of staff or, where in a lesson, directed to the Behaviour for Learning Centre. Record the matter on CPOMS at the earliest opportunity.
Level 3	**Intervention and referral** Used where a formal response, support or sanction is required. Examples may include: • Inappropriate language. • Being in an out-of-bounds area. • Deliberately reckless behaviour. • Graffiti or damage to property. • Interference with classroom equipment. • Repeated disruption to learning. • Refusal to follow reasonable instructions. • Behaviour that distracts or prevents others from learning effectively. • Persistent off-task behaviour. • Conduct that has not responded positively to a Level 1 or Level 2 intervention. Staff should stop the student, explain the concern, take the student's name and seek appropriate engagement. Record the matter on CPOMS at the earliest opportunity. Depending on the context, the matter may be referred for a Prefect Detention, Year Group Team detention or other suitable intervention.

Level 2	**Intervention and record (including confiscation)** A concern that requires immediate discussion with the student and should also be recorded as a Negative Behaviour Point on Involve (visible to parents). Examples may include: • Unsafe behaviour in corridors. • Rowdy conduct around the School. • Failure to engage appropriately with learning. • Distracting others. • Repeated calling out. • Failure to follow classroom routines. • Use of prohibited items. • Repeated Level 1 concerns. Where appropriate and in accordance with School policy, phones, headphones or prohibited items may be confiscated*. Staff should stop the student, explain the concern, take the student's name, seek a positive response and record the matter on Involve at the earliest opportunity. Repeated Level 2 concerns may indicate an emerging pattern requiring further support or intervention. The classroom teacher is responsible for the day-to-day management of behaviour within their classroom and should seek to address concerns proactively through clear communication with the student, the use of appropriate classroom strategies and communication with parents. Where concerns persist despite repeated Level 2 interventions, staff should discuss the matter with the student's Tutor and/or Year Group Team and record the concern on CPOMS, detailing the concerns identified and actions taken to date. Staff should also inform their Head of Department. This may result in further parental communication, pastoral support, academic intervention, monitoring, or escalation to a Level 3 response.
Level 1	**Intervention** A low-level concern that can usually be addressed through a constructive conversation, reminder, guidance or redirection. Examples may include: • A lack of awareness of others. • Minor uniform concerns. • Excessive noise. • Low-level off-task behaviour. • Unnecessary talking. • Minor distractions to learning. • Forgetting equipment. • Similar low-level concerns that are quickly resolved through staff intervention. Staff should stop the student, explain the concern, ensure it is addressed and encourage positive engagement.

*Confiscated items must be taken to the appropriate Year Group Team office in accordance with School procedures.

Key Principles

- Effective interventions help students understand expectations, reflect on their choices and make positive future decisions, whilst maintaining the safety, dignity and wellbeing of all involved.
- Positive intervention is rooted in strong professional relationships. Staff should seek, wherever possible, to use their knowledge of the student and the strength of the relationship to guide, support and positively influence conduct.
- Positive intervention seeks not only to address behaviour but also to reinforce the School's values, strengthen relationships and support learning.
- Interventions should, wherever possible, maintain effective learning and support students in re-engaging positively with the educational opportunities available to them.
- The appropriate level of intervention will depend on the nature of the incident, the student's response, the wider context and any relevant pastoral or safeguarding considerations.
- Wherever possible, the School seeks to understand before it seeks to correct, and to support before it seeks to sanction, whilst maintaining high expectations and ensuring accountability.
- Staff should feel confident in using the intervention systems available to them and should seek advice from colleagues where appropriate to ensure consistency and shared good practice.
- Concerns relating to uniform should normally be addressed by Tutors during morning registration and recorded where appropriate.
- Concerns relating to appearance (for example, jewellery, facial hair or hairstyles falling outside School expectations) should normally be identified during registration or Period 1 and referred to the relevant Year Group Team.

Appendix D. Behaviour for Learning Centre Protocol

The Behaviour for Learning Centre provides a structured and supervised intervention for students whose behaviour is preventing them from learning effectively or is significantly disrupting the learning of others.

The Centre forms part of the School's wider approach to accountability, support and personal development. Its purpose is to support students in regulating, reflecting and re-engaging positively with learning whilst maintaining the education, wellbeing and dignity of all students.

The use of the Centre should always be informed by the School's values, safeguarding responsibilities and relational approach to behaviour. Students should feel supported, listened to and challenged to take responsibility for their actions whilst maintaining the dignity, safety and wellbeing of all involved.

When considering referrals to, and responses within, the Behaviour for Learning Centre, staff should have regard to the individual needs, circumstances and context of each student. This includes any relevant SEND, neurodivergence, safeguarding concerns, pastoral information or other factors that may require reasonable adjustments or additional support.

Referral	A referral to the Behaviour for Learning Centre may be appropriate where: • A student's behaviour is causing significant disruption to learning. • A student has been unable to respond positively to classroom-based interventions. • A student's behaviour has not responded positively to earlier interventions and requires a period away from the lesson to regulate and re-engage with learning. • A senior member of staff determines that a period of removal from lessons is required. • Temporary removal is necessary whilst safeguarding concerns or other incidents are explored. The decision to refer a student remains a matter of professional judgement and should be made in accordance with the School's Levels of Intervention framework.
Procedure	Where a student is referred: • The member of staff should explain the reason for the referral in a manner that preserves the student's dignity and seeks to avoid unnecessary escalation. • The relevant Year Group Team and Behaviour for Learning Centre email address should be notified. • The student should take all relevant lesson materials and work with them. • The student should report immediately to the Behaviour for Learning Centre. Whilst in the Centre, students will: • Complete the work set by their teacher. • Be supervised by a senior member of staff. • Have an opportunity to discuss the circumstances that led to the referral.

	• Be supported to regulate, reflect and prepare for a positive return to learning. The focus should be on restoring readiness to learn rather than imposing additional consequences. The referral should be managed calmly and respectfully, with a focus on preserving relationships and minimising disruption to learning.
Follow-up	A member of the Year Group Team will review each referral at the earliest appropriate opportunity. This review may include: • Restorative conversations. • Pastoral support. • Contact with parents. • Further investigation. • Additional interventions. • Sanctions where appropriate. Consideration should also be given to repairing any impact on learning, relationships or the wider community, including through restorative approaches where appropriate. Not every referral to the Behaviour for Learning Centre will result in a sanction. Reflection, support, restorative work and guidance may often be the most appropriate response.
Monitoring	A log of referrals is maintained and reviewed by the Proctor, Assistant Head (Pastoral and Boarding) and Deputy Head (Pastoral). Patterns and trends are monitored to: • Identify students requiring additional support. • Evaluate the effectiveness of interventions. • Inform pastoral, safeguarding and behavioural planning. • Promote consistency of practice across the School. • Identify opportunities for early intervention and support.

Appendix E. Values-Based Recognition, Celebration and Conduct

To further align the School's approach to recognition, support and accountability with its values, Positive Behaviour Points, Negative Behaviour Points and Values Commendations are mapped directly to the values of Belonging, Curiosity, Ambition, Respect and Courage.

This framework reflects the School's belief that conduct is not simply about following rules, but about developing character, judgement, self-awareness and positive relationships. By linking recognition and areas for reflection to the School's values, the system celebrates the qualities the School seeks to nurture whilst supporting students to learn from occasions when their conduct falls below expectations.

The framework promotes a consistent, values-led language across the School, helping students, staff and parents focus not only on what has happened, but on the behaviours, attitudes and personal qualities that support students to Become More.

Positive Behaviour Points (1 point)
Positive Behaviour Points recognise day-to-day examples of conduct, effort, contribution and character that reflect the School's values. Staff are encouraged to recognise positive contributions frequently and proactively so that students feel known, valued and encouraged to Become More.

Belonging
- Belonging: Supporting and Including Others
- Belonging: Contribution to the Community
- Belonging: Leadership and Mentoring

Curiosity
- Curiosity: Enthusiasm and Engagement
- Curiosity: Exploration and Inquiry
- Curiosity: Independent Learning

Ambition
- Ambition: Effort and Perseverance
- Ambition: Preparation and Readiness
- Ambition: Achievement and Commitment

Respect
- Respect: Kindness and Consideration
- Respectful Conduct
- Respect: Pride and Responsibility

Courage
- Courage: Doing What Is Right
- Courage: Resilience and Challenge
- Courage: Integrity and Honesty

Values Commendations (5 points)
Values Commendations recognise significant, sustained or exceptional examples of conduct, achievement, contribution or personal growth that exemplify the School's values.

Belonging - for exceptional leadership, community contribution and support of others.
Curiosity - for outstanding engagement, scholarship and intellectual exploration.
Ambition - for sustained effort, achievement, progress and commitment
Respect - for exemplary kindness, consideration, service and conduct

Courage – for integrity, resilience, moral courage and doing what is right

Negative Behaviour Points (-1 point)

Negative Behaviour Points identify an area for reflection, support or development in relation to the School's values. The recording of a Negative Behaviour Point does not automatically result in further sanctions. Rather, it provides a consistent means of recording concerns, supporting communication, identifying patterns and ensuring appropriate support, intervention and accountability where required. Staff should focus on the student's conduct, choices and the impact of their behaviour when determining whether a Negative Behaviour Point is appropriate. Professional judgement should always be exercised, taking account of any relevant pastoral, safeguarding, SEND or contextual information.

Belonging

- Belonging: Meeting Community Expectations
- Belonging: Relationships with Others
- Belonging: Contribution to the Community

Curiosity

- Curiosity: Engagement with Learning
- Curiosity: Supporting the Learning Environment
- Curiosity: Participation in Learning

Ambition

- Ambition: Effort and Application
- Ambition: Readiness and Preparation
- Ambition: Meeting Commitments

Respect

- Respect: Language and Conduct
- Respect: Care for the Environment and Community
- Respect: Following Reasonable Expectations

Courage

- Courage: Honesty and Integrity
- Courage: Taking Responsibility
- Courage: Responding to Feedback and Guidance