



**BEHAVIOUR POLICY**  
**AND PROCEDURE**

Written by:	Deputy Head (Pastoral)
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Person responsible for review:	Deputy Head (Pastoral)

## Behaviour Policy

### 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 and determines 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 Family Handbook and in the various policy documents held in the parent portal. The principles of the school rules will be reinforced at assemblies and at other times.
- 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 and diversity are celebrated. Reasonable adjustments are always made for pupils with SEND when it comes to the application of rewards and sanctions.
- 3.4 The School understands that rewards are more effective than punishment 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 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 Pastoral Heads and Heads of Department;
- 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;
- 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;
- 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 can also be used in this way;
- 3.5.8 **Public recognition** can take the form of website or Playroom Facebook page posts or articles in local press.
- 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;
- 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, Pastoral Heads 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

- 4.1 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 Detention** takes place under the control of the Prefect of Studies;
- 4.1.2 **The Rec Detention** (*known as fatigues*) absorbs minor misdemeanours and allows the **Saturday Evening Detention** to become a more serious sanction and prevent inequality of punishment. Behavioural Offences should be communicated via CPOMS and copied the relevant Head of Playroom, Pastoral Head and Tutor;
- 4.1.3. 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 start low. It is important that all information is sent to the Head of Playroom, Pastoral Head and Tutor;
- 4.1.4 **The Saturday Evening Detention** is for more serious offences such as missing class, repeated punctuality issues etc. This detention lasts one hour. Saturday evening detentions are submitted by the Heads of Playroom.
- 4.1.5 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;
- 4.1.6 In exceptional circumstances a pupil might be required to serve a **Headmaster's Detention** on Saturday evenings which normally lasts for three hours and is for offences such as smoking and breaking bounds. In addition to the Saturday evening detention students are also gated to the school on Sunday.
- 4.2 Heads of Playroom and Pastoral Heads 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 work 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 a disciplinary context, the support should be made available in the classroom.

- 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 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. Please see the School's separate Expulsion, Removal and Review Policy.
- 4.6 **Expulsion:** A student may be formally expelled 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. Expulsion is reserved for the most serious breaches.
- 4.7 **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.

- 4.8 The Headmaster is required to act fairly and in accordance with the principles of natural justice. Please see the School's separate Expulsion, Removal and Review Policy.
- 4.9 **Suspension:** A student may be placed under either internal or external suspension for a period of up to fourteen days while a complaint is investigated or as a sanction in its own right. School privileges may be withdrawn during the period of suspension at the discretion of the Headmaster.
- 4.10 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 Expulsion is being considered. Parents will also be notified of any other

disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.

- 4.11 **Corporal punishment:** Corporal punishment is not used at Stonyhurst College
- 4.12 **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 expulsion 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 religious 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 2018), 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 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 and cigarette papers, 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 delete the material, 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.

### **Records**

- 8.1 Administration of major punishments are recorded in the College Sanction Log. The record will include the name of the student concerned, the reason for the punishment including relevant dates and the type of punishment.
- 8.2 These records will be reviewed regularly by the College Management 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 expel or require a student to leave, or where a decision has been made to suspend a student for seven days or more, or where suspension 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 or Head of Playroom to take up his/her concerns with the member of staff who imposed the sanction.

**LDS**