



PUPIL BEHAVIOUR POLICY

Introduction

Shrewsbury's Behaviour Policy is underpinned by the principles of pastoral care and reflects our commitment to safeguard and promote the welfare of pupils in our care. This policy should be read in conjunction with the following other documents; The Child Protection and Safeguarding Policy Sept 2022, the Anti-Bullying Policy Sept 2022; Conducting a Search and Confiscation Policy Sept 2022, the Complaints Procedure (Pupils) Sept 2022, the Educational Visits Policy Sept 2022 and the 'Yellow Card' all of which are available to parents. Reference has been made to DfE Guidance: Behaviour in schools Advice September 2022 and KCSIE Sept 2022.

1. Expected behaviour at Shrewsbury School

The Yellow Card (Appendix A) outlines the expected conduct

'As Salopians, we accept responsibility for our behaviour and the way in which it is perceived. The way we act should at all times demonstrate respect for ourselves and others, both inside and outside of our community'.

HOW WE BEHAVE

We are courteous, thoughtful, and compassionate. We are accepting of all individuals regardless of differences and we entirely reject any form of prejudice and discrimination. Racism, sexism and homophobia have no place at Shrewsbury. We are understanding and supportive of the needs of all members of our community. We respect our own and others' property. We treat the School site with respect, taking particular care neither to drop litter nor to damage the grounds.

HOW WE APPEAR

Our appearance should convey pride in ourselves and in our School.

While the Dress Code allows for some individuality, our appearance should always reflect a sense of modesty, dignity, professionalism, and due consideration for others, taking care not offend staff or other pupils.

HOW WE WORK

We respect the right of others to learn and teachers to teach. We try our best academically.

We respect deadlines and accept responsibility for our own organisation and timekeeping.

Our use of technology is responsible, respectful and in line with school policies.

Child on Child abuse is not tolerated at Shrewsbury. All pupils should be aware of how this can manifest itself.

Extract from Anti Bullying policy

Bullying is always unacceptable and will not be dismissed as being normal or as "banter", "just having a laugh", "boys being boys" or simply "part of growing up". Bullying will not be tolerated by the School because:

- 1.1.1 it is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
- 1.1.2 it interferes with a pupil's right to enjoy their learning and leisure time free from intimidation; and

1.1.3 it is contrary to all our aims and values, our internal culture and the reputation of the School.

1.2 Bullying is behaviour by an individual or group, that intentionally hurts another individual or group either physically or emotionally. Bullying is often motivated by prejudice against particular groups. Bullying may be:

1.2.1 **Physical:** hitting, kicking, pushing people around, spitting, shaking, biting, hair pulling or taking, damaging or hiding possessions;

1.2.2 **Verbal:** name-calling, gossiping, taunting, teasing, insulting, threatening or undermining, humiliating or demanding money;

1.2.3 **Non-verbal abuse:** hand signs or text messages (see also cyberbullying below);

1.2.4 **Emotional abuse:** controlling or manipulating someone, making silent, hoax or abusive calls;

1.2.5 **Exclusionary behaviour:** intimidating, isolating or excluding a person from a group;

1.2.6 **General unkindness:** constant criticism, spreading rumours or writing unkind notes, mobile phone texts or emails;

1.2.7 **Initiation / hazing type behaviour:** rituals which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group;

1.2.8 **Low level disruptive behaviour:** wearing "banter" and "horseplay" over a prolonged period of time;

1.2.9 **Cyberbullying:** bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media or gaming sites. See [Appendix 1 of the Anti-Bullying Policy](#) for guidance for pupils about cyberbullying. The School's separate acceptable use of ICT policy sets out the School rules about pupils' use of technology including mobile electronic devices;

1.2.10 **Prejudice-based bullying:** bullying that is motivated by actual or perceived differences between children, such as where a child is adopted, in care or has caring responsibilities;

1.2.11 **Harmful sexual behaviours:** includes sexual harassment and sexual violence:

(a) **sexual harassment:** unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to:

(i) sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

(ii) sexual jokes or taunting;

(iii) physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature;

(iv) online sexual harassment which may include: non-consensual sharing of sexual images and videos (sharing of nudes or semi-nudes images and videos, otherwise known as sexting or youth produced sexual imagery); inappropriate sexual comments on social media; exploitation; coercion and threats; upskirting.

Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence.

- (b) **sexual violence:** sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent.

1.3 **Discrimination-based bullying:** bullying may also be:

- 1.3.1 sexist: related to a person's sex or gender reassignment;
- 1.3.2 racist, or regarding someone's religion, belief or culture;
- 1.3.3 related to a person's sexual orientation (homophobic bullying);
- 1.3.4 related to pregnancy and maternity;
- 1.3.5 related to a person's home circumstances;
- 1.3.6 related to a person's disability, special educational needs, learning difficulty, health or appearance;
- 1.3.7 related to a person's age; or
- 1.3.8 **LGBT-based bullying:** Children who are lesbian, gay, bisexual, or transgender (**LGBT**) can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or are not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff to help counter homophobic, biphobic and transphobic bullying and abuse.

1.4 Racial, sexual, biphobic, transphobic or homophobic bullying and bullying someone because they have a disability are also hate crimes.

1.5 Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. If left unchallenged or dismissed low level disruption can have a wearing, and significant impact on targeted individuals exposed to such behaviour and may lead to a culture of failing to report. This is not a culture the School adopts.

1.6 A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Certain acts of voyeurism e.g. upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing parts of their body or clothing not otherwise visible to obtain sexual gratification, or cause the victim humiliation, distress or alarm are criminal offences. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

Pupils are encouraged through HSM, tutors, PSD lessons and safeguarding assemblies to reports such behaviour. The school's response for breaches of conduct involving Child on Child abuse will be investigated by a DSL and recommendation of sanction made.

This expected code of behaviour at Shrewsbury is based on common sense, common courtesy and a reciprocal sense of trust between staff and pupils. Salopians are asked to pursue their own goals with ambition but with respect for others. They are asked to treat others with sympathy, understanding and respect thus responding positively to the demands that community life places upon them.

2. Prohibited items

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The Headmaster, Senior Deputy Head and Deputy Head (Pastoral) and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in below, or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

an article specified in regulations:

- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Authorised staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

When exercising their powers, the school must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN), making reasonable adjustments that may be required where a pupil has a disability.

The school's policy with regard to the confiscation of pupil's property is detailed within the 'Conducting a Search and Confiscation Policy'.

3. A system of rewards for achievement, effort and good conduct

The reward for good behaviour is largely in the quality of life and relationships Salopians build among themselves and with staff. Shrewsbury takes pride in celebrating the success of its pupils and communicating this success to them and to their parents. To this end, there are a number of procedures in place to reward achievement, effort and behaviour. The following is by no means an exhaustive list, but merely highlights a number of the key elements;

- The school commendation system allows teachers to reward pupils for their academic endeavours.
- A Headmaster Commendation may be awarded for an outstanding piece of work.
- Outstanding achievement in examinations is recognised with a special award from the Headmaster
- The House Colours system enables Housemasters/Housemistresses to acknowledge achievement, loyalty, service and overall contribution to House life. Housemasters will also draw attention to examples of achievement, effort and good conduct in their regular House meetings.
- School Firsts are awarded at the end of each academic term in recognition of outstanding service or achievement within the broader context of the school.
- The School Floreat system allows pupils achievements to be recognised weekly: this is specially deigned to reward the everyday achievements of Salopians and not the headline acts.
- The electronic 'Pupil Comment' enables teachers to record a positive endorsement of pupil conduct, attitude and work. A copy of this is sent to the Deputy Head (Pastoral), Senior Deputy Head, Deputy Head (Academic) as well as the pupil's Housemaster/Housemistress and personal tutor.

Housemasters/Housemistresses are in regular contact with parents and communicate 'good news' both formally and informally. In addition to this, the Headmaster recognises particular achievements of pupils in his regular letters to parents.

4. A system of sanctions

Teachers are encouraged to practice excellent classroom management and build solid relationships with pupils in order to ensure good order in the school. However, when rules are broken or expectations not met, staff may invoke the following sanctions;

Site Service

This sanction may be used for pupils who fail to show due respect for the school and its facilities. It may also be used for those who 'cut' either chapel or extra curricular activities. Pupils given Site Service will carry out an appropriate task as instructed by the assigned member of staff at 8.00am on Saturday morning in Alington Hall.

Faculty or Academic Detentions

Individuals who persistently misbehave in the classroom, persistently fail to meet academic deadlines, or persistently fail to equip themselves properly for lessons may be awarded an Academic Detention. This comes after an initial faculty detention has been served. This involves a meeting prior to the detention with their Head of Section in order to discuss the issues involved.

School Detention

This is designed for those offences which cannot be dealt with immediately, or in any other way, by the teacher and which are sufficiently serious for the matter to be brought to the Head of Pupil Behaviour/ Deputy Head (Pastoral) and/or Headmaster's attention. Any pupil put in School Detention report to the Head of Pupil Behaviour at 8.00am on Saturday morning for interview and report to room M8 at 7.30pm on Saturday evening in school dress. Pupils placed on School Detention are also gated for that Saturday.

Gating

House Gating

A Housemaster/Housemistress may 'gate' a pupil for a period of time, for a variety of reasons including frequent lack of adherence to rules or for being off-site without permission/outside of allotted times etc.

School Gating

This sanction may be awarded by the Headmaster, Senior Deputy Head or Deputy Head (Pastoral) and would be for one week to include a two-hour School Detention on the Saturday evening. Pupils are expected to complete all entries on the Gating Card and present their completed cards to their Housemaster/Housemistress. Any pupil serving a School Gating may not 'represent' the school. Members of the sixth form who are gated are banned from 'Quod' until further notice. At the relevant member of staff's discretion, pupils serving school gating may be asked to undertake a variety of tasks around the site. At the end of the period of school gating a letter will be sent home from the Deputy Head (pastoral) outlining the reason for and significance of the sanction. Internal Rustication or suspension from school may well be the next step should such misbehaviour continue.

Anyone who is gated is confined to his or her House or the School Site as specified by his/her Housemaster/Housemistress. They must complete a Daily Gating Card and submit this to his/her Housemaster/Housemistress.

Suspension and Exclusion

A pupil may be sent home for a period specified by the Headmaster. If an individual is persistently in breach of school rules or their attitude and behaviour are seriously damaging to the life and welfare of others, or for a single major breach of law, rule or morality, they may be asked to leave the school.

5. Use of restraint

Whilst the use of physical restraint should never be confused with the imposition of school sanction, any use of physical restraint will be by reasonable and non-injurious means. Such physical intervention should only be employed when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property. Examples

of this must always be recorded, in writing, and reported without delay to the Deputy Head (Pastoral). In line with the law of the land corporal punishment is not tolerated at Shrewsbury School. The DHP keep a central log of these instances.

6. Roles and responsibilities

All members of the teaching staff have a role to play in maintaining good order and discipline. They must have informed and reasonable expectations of pupil conduct, considering the particular needs of pupils, for example those with SEND profiles or vulnerabilities, and be prepared to talk through and engage with issues of behaviour directly with the individual concerned before considering the use of sanctions.

Housemasters/Housemistresses have responsibility for the safety and welfare of pupils in their Houses. They are expected to maintain good house discipline and to encourage and reward effort and achievement in all spheres of school life. They will be the first and main point of contact with parents and staff about all aspects of a pupil's behaviour and personal development.

Tutors play an important role in reminding their tutees of the school's expectations in all aspects of behaviour. They provide a 'listening ear' for pupils and work to help any particular pupil navigate an appropriate way forward.

The Deputy Head (Academic) liaises closely with Heads of Faculties to monitor sanctions imposed in relation to academic matters.

The Deputy Head (Pastoral) is responsible for managing all issues of discipline and conduct within the school. They report to the Headmaster and are assisted by the Head of Pupil Behaviour. They review these areas and any associated policies at regular intervals and briefs all members of staff on disciplinary matters and works closely with Housemasters/Housemistresses to monitor pupil conduct. The HPB keeps records of all detentions and writes a 'termly review' as well as ensuring the DHP is kept informed of any serious breaches of school discipline, who in turn will let the Headmaster know.

The Headmaster and Deputy Head (Pastoral) and Head of Pupil Behaviour work together to keep consistency of sanction throughout the school. HSM's are expected to report all serious breaches in discipline in their house to the DHP. Statements from the pupils and staff involved are written and passed to the DHP. The DHP will bring the matter to the HM's attention and review policy. The final decision of sanction level lies with the Headmaster.

The Headmaster is responsible to the Governors for ensuring appropriate standards of discipline within the school and for the promotion of positive conduct. Working closely with the Senior Deputy Head they will decide the main principles of the 'Pupil Behaviour Policy'. The Headmaster will determine all issues of suspension and exclusion.

The Governors endorse the principles underpinning the policy and require the Headmaster to ensure appropriate standards of discipline within the school.

Owner: ARP – Deputy Head Pastoral
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