



Shrewsbury School

## **PUPIL BEHAVIOUR POLICY**

### **I. Principles of Pastoral Care**

Life at Shrewsbury School is founded upon a close partnership between staff, parents and pupils to promote the strength of family life and foster the moral responsibilities of living in a caring community. All the pastoral care offered by the school is built upon relationships and the understanding knowledge of individuals nurtured during their time here. Shrewsbury seeks to preserve the innocence of school days but also to nurture its pupils in their formative years so that they can take the next stage of their development and education with confidence, security and good judgment.

The school rules are prominently displayed in all Houses and are implemented more by encouragement and approval than by punitive measures. Infringements of these rules are often dealt with as part of the broader pastoral process and emphasis is placed upon the educational value of mistakes and on finding a positive outcome in disciplinary situations. Proper attention is paid to the important distinction between an individual and his or her actions, with the role of formal sanctions being to express disapproval of certain modes of behaviour. All staff are encouraged to participate in the maintenance of good behaviour and discipline but more serious offences will be dealt with by the Housemaster, Housemistress, Second Master or Headmaster. Praepostors assist in this area of school life by undertaking a range of supervisory duties, as directed by the Second Master. They also act as ambassadors for the school and are expected therefore to provide leadership through example. The use of school sanctions remains with members of staff only.

### **2. Introduction**

Shrewsbury's Behaviour Policy' is underpinned by these principles of pastoral care and reflects our commitment to safeguard and promote the welfare of pupils in our care. In order to achieve this, the atmosphere in school must support the teaching and learning that takes place thus enabling all pupils to realise their potential and ultimately thrive.

This policy should be read in conjunction with the following other documents; The Child Protection and Safeguarding Policy, the Anti-Bullying Policy, the Complaints Procedure, the Educational Visits Policy and the 'Yellow Card' all of which are available to the parents upon request. Copies of these documents are located on the school website ([www.shrewsbury.org.uk](http://www.shrewsbury.org.uk))

### **3. Expected behaviour at Shrewsbury School**

The following emerged after a series of meetings involving a wide range of members of the school community. Its purpose is to serve as the basis for a 'Code of attitude and conduct' and represents something which all Salopians are expected to commit to.

***'We, the pupils of Shrewsbury School, accept responsibility for our conduct and the way in which it is perceived, both as individuals and collectively. We understand that, at all times,***

***our conduct and appearance should demonstrate respect for others and ourselves. Outside school, as within, we maintain these fundamental standards.'***

### **How we conduct ourselves**

- ❑ We are courteous, thoughtful and compassionate in the way we speak to other people; pupils, teachers and non-teaching staff, everyone in our community.
- ❑ We are accepting of all individuals regardless of differences and we entirely reject any form of prejudice or discrimination.
- ❑ We are understanding and supportive of the needs of all members of our community.
- ❑ We respect our own and others' property.
- ❑ We are courteous and thoughtful at all times (paying particular attention to conduct in Kingsland Hall, Off-site activities, the House and sports field.).
- ❑ We treat the school site with respect, taking particular care neither to drop litter nor to damage the grounds or the fabric of the site.

### **How we appear**

- ❑ Our appearance should convey pride in ourselves and in our school.
- ❑ While the school 'Dress Code' allows for some individuality, our appearance should always reflect a sense of modesty, dignity, professionalism and due consideration for others.

### **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.

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 tolerance thus responding positively to the demands that community life places upon them.

## **4. 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's Distinction 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 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 Colours are awarded at the end of each academic term in recognition of outstanding service or achievement within the broader context of the school.
- ❑ The electronic 'Pupil Comment Slip' enables teachers to record a positive endorsement of pupil conduct, attitude and work. A copy of this is sent to the Second Master and the Director of Studies as well as the pupil's Housemaster / Housemistress and personal tutor.

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

## **5. A system of sanctions**

There are many ways in which pupils may need disciplining but this need not involve harsh sanctions; indeed, it is in the nature of the school that punishment is seen as a last resort. Often a verbal reprimand will do. However, when things do go wrong, when rules are broken or expectations not met, staff may invoke the following sanctions;

### **Blue Penal**

If a pupil fails to submit a piece of work or is required to re-do work to a higher standard then they may be asked to complete this on 'Blue Penal'. Both the tutor and housemaster must then sign the piece of work.

### **Tardy Book**

If pupils are late for formal school commitments then the member of staff involved may enter the pupil's name in the Tardy Book. This means that the pupil concerned must sign their name in the Tardy Book in Kingsland Hall before 7.20 am under the direction of the Second Master and duty Praepostor. Tardy Book takes place every Thursday and Friday morning.

### **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 must report to the Second Master at 8.00 am where they will be assigned an appropriate task. Site Service takes place every Wednesday and Saturday morning.

### **Academic Detention**

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. Any pupil put on Academic Detention must inform his / her Housemaster / Housemistress immediately, see the Second Master at 8.00 am on Monday and report to room M7 at 8.00 am on Tuesday to serve the detention.

### **Headmaster's 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 Headmaster's attention. Any pupil put on Headmaster's Detention must inform his/ her Housemaster / Housemistress immediately, see the Headmaster at 8.00 am on Saturday morning and report to room M7 at 8.30 pm on Saturday evening in school dress. Anyone serving two hours detention should report at 7.30 pm. Pupils placed on Headmaster's Detention are also gated for that Saturday.

### **School Gating**

This sanction may be awarded by the Headmaster or Second Master and would be for one week to include a two-hour Headmaster's Detention on the Saturday evening. Pupils are expected to complete all entries on the Gating Card and present their completed cards to their Housemaster. 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 Second Master'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 Second Master outlining the reason for and significance of the sanction. Formal suspension from school may well be the next step should such misbehaviour continue.

### **Gating**

Anyone who is gated is confined to his or her House or the School Site as specified by his or her Housemaster. 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 of time 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, he / she may be asked to leave the school.

## **Use of restraint**

Any use of physical restraint must 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 Second Master.

## **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 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 Director of Studies liaises closely with Heads of Faculties to monitor sanctions imposed in relation to academic matters.

The Second Master is responsible to the Headmaster for managing all issues of discipline and conduct within the school. He reviews these areas and any associated policies at regular intervals. He briefs all members of staff on disciplinary matters and works closely with Housemasters to monitor pupil conduct. He keeps records of all detentions and provides the Headmaster with a 'termly review' as well as ensuring the Headmaster is kept informed of any serious breaches of school discipline.

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 Second Master, he will decide the main principles of the '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.

January 2012 (MJT) To be revised January 2013