



## BEHAVIOUR POLICY

### Introduction

This policy document sets out to promote and maintain honest, considerate and dependable behaviour amongst College pupils. It reflects the findings of the College's Behaviour Policy Working Group, which reported in April 2007, pulls together the long-held values and principles on which are based the College's expectations of high standards of behaviour amongst its pupils — at school and while engaged in any other school activity off-campus — and draws on statutory and non-statutory guidance published by the government.<sup>1</sup>

It is to be read in conjunction with several other College publications that deal with specific aspects of pupils' behaviour, the way in which it is managed, and associated rewards and punishments:

*Guidance for Pupils*

*Code of Conduct for Sport*

*Use of Restraint*

*Child Protection Policy*

*Anti-bullying Policy*

*Drugs Policy*

*Duties, Powers and Responsibilities of Prefects*

*Guidance for Pupils* includes (in Section 6) a definitive listing of College Rules. It is updated annually and issued to all pupils at the beginning of every academic year.

### Aims

The years which pupils spend at Epsom College represent a bridge between childhood and the wider horizons of universities and chosen careers. It is during this period that pupils must prepare for entry into a changing world by growing into young people of sound judgement and integrity.

The College therefore aims to provide:

- a stimulating learning environment in which the potential of each pupil is fulfilled;
- a caring community in which the welfare of all its members is protected and pupils, in particular, are safeguarded from disruption, violence, bullying and other forms of harassment;
- a happy, friendly and purposeful environment in which every pupil is encouraged to develop self-esteem, self-discipline and a sense of responsibility for his/her own conduct;
- an ethos that fosters appreciation and celebration of diversity, and tolerance and respect for all members of the community;
- constant guidance and reinforcement of conduct that is acceptable and expected;

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<sup>1</sup> Education and Inspections Act 2006

School Discipline and Pupil Behaviour Policies: Guidance for Schools, DCSF 2007

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- clear indications of the distinctions between conduct that is right and wrong;
- positive encouragement for, and recognition of, good behaviour, effort and achievement;
- a structured system of support for every pupil who has learning and/or behavioural needs that includes effective communication between all concerned teaching staff and other professionals;
- a published set of rules in which boundaries between acceptable and non-acceptable behaviour are clearly defined;
- strong and effective links with parents and guardians with the aim of maintaining positive working relationships that have pupils' best interests in mind;
- a consistent and proportionate response to breaches of College Rules and other behavioural issues that includes the application of sanctions to address serious and/or persistent behavioural problems;
- an ethos in which a sense of service to the community, consideration of and responsibility for the well-being of others, awareness of environmental issues and other aspects of responsible citizenship are all actively promoted.

## **Pastoral care**

The development of each pupil's own talents — academic, athletic and cultural — is seen as a means of advancing his/her progress towards maturity. Freedom and responsibility are two essentials of education. Thus, all pupils at the College have freedom to enquire, freedom to criticise constructively, freedom to use their initiative and freedom to approach a teacher at any reasonable time. They are given the opportunity to exercise responsibility within parts of the school, so helping to create a caring community in which all can thrive by showing consideration for others, which includes having due regard for those in authority. Pupils are guided throughout their school career to take increased responsibility for their own actions. More senior pupils are encouraged to take up leadership positions within the school. All are expected to play a positive part in increasing the well-being of the community.

The framework for the delivery of pastoral care is the house system. Within the houses a high standard of care exists; interest and guidance are offered and self-discipline nurtured. Each house is in the charge of a housemaster/mistress assisted by four or five house tutors, with whom pupils can discuss any matters of interest or importance.

The housemaster/mistress should be informed at an early stage of any concerns about the temperament, behaviour or progress of a pupil.

## **Code of conduct**

The regular business of a school can only be carried out effectively in a disciplined and structured environment; one in which pupils accept and abide by a code of conduct that allows every participant to derive the greatest possible benefit from his/her time in lessons, on other school activities and during 'off-duty' and leisure periods.

### **General expectations**

At all times, when under the College's authority, every pupil is expected to

- be trustworthy, truthful and reliable;
- act in accordance with the Law;
- commit him/herself to the ethos of the College and abide by its published rules to contribute towards the establishment of a stimulating educational environment in which all pupils can flourish;

- accept responsibility for his/her own progress in the school, with particular reference to learning and academic attainment;
- fulfil all obligations including punctual attendance at all compulsory activities;
- take full advantage of the wide range of extra-curricular activities on offer;
- strive towards attainment in all areas of College life and support others in their attempts to do likewise;
- respect the rights of others, including that of privacy;
- behave rationally, and conduct him/herself in an orderly and considerate manner — for example, by being prepared when necessary to wait in turn and queue patiently;
- show respect to those who carry authority, including speakers and adjudicators from outside school and all referees, umpires and other games officials;
- be smart and take pride in his/her appearance and demeanour;
- show courtesy to visitors, including parents of current and prospective pupils;
- show consideration for other members of the College community — for example, by respecting their belongings and avoiding undue noise and other forms of disturbance;
- use appropriate forms of communication and refrain from using foul language, gestures and other forms of offensive behaviour;
- act prudently to preserve his/her own health and safety — by eating sensibly, exercising regularly, carefully assessing risks and avoiding harmful substances;
- tolerate beliefs, opinions and ways of life that differ from his/her own and respect diversity of race, religion and culture;
- conserve the buildings, plant and grounds of the College — for example, by proper disposal of rubbish;
- be aware of environmental issues and help the College reduce its environmental impact;
- prepare for life beyond school by taking every opportunity to develop self-discipline, interpersonal skills, reliable and effective working practices and a willingness to serve the community;

### **Classroom expectations**

Teaching and learning are the principal functions of every school. During any school day there will be much interchanging of pupils and teachers, and it is therefore important that conduct in lessons complies with accepted standards that are well understood and universally applied. In addition to all the points made above, the following apply to the conduct of pupils in lessons. Many would also apply outside the classroom in other situations where instruction, coaching or training takes place.

All pupils must

- arrive in good time for every lesson, assemble as requested by the teacher, and enter the room quietly;
- arrive with the appropriate equipment as specified by departments and individual teachers at the beginning of an academic year or at the outset of a new course of lessons, or as directed by the teacher during a previous lesson;
- sit as directed by the teacher;
- start every lesson in a calm and ordered manner;
- ensure that mobile phones, etc. are switched off and cannot disturb the lesson;
- have available their diary/planner at the beginning of every lesson and record appropriate information (prep, deadlines, advice etc.) as the lesson proceeds;

- listen to and follow instructions, which may be given verbally, in writing or by means of practical demonstration;
- raise a hand before answering or speaking and not interrupt a teacher or fellow pupil;
- treat others and their work with respect;
- handle equipment carefully and follow specific safety guidelines given by the teacher during a lesson (or as laid down by departments and individual teachers at the beginning of an academic year or at the outset of a new course of lessons);
- complete tasks during the lesson in a positive and well-ordered manner;
- leave the classroom quietly, returning all furniture and equipment to their proper places.

## **Recognition of good behaviour, effort and achievement**

The conventional and age-old way in which teachers manage the behaviour of pupils is by punishing that which is bad and rewarding that which is good. However, an effective balance between the two must always be maintained. Consistently well-behaved pupils are entitled to expect to be praised or rewarded regularly in much the same way that persistent offenders are chastised or punished. It is to be hoped that the frequency with which pupils are praised far exceeds that with which they are reprimanded.

The College aims to motivate its pupils and create a culture of excellence and an appropriate environment for inspirational teaching and effective learning by taking every opportunity to recognize effort, attainment and positive behaviour. Instant recognition is achieved with appreciative gestures and spoken expressions of approval, gratitude, commendation and admiration, both in the classroom and elsewhere around the College. More formal opportunities include

- supportive comments noted on written work as part of the marking process;
- the award of merits for extra effort or attainment relating to academic work;
- the award of distinctions for particularly outstanding pieces of academic work;
- recognition in houses, at weekly school assemblies and at Final Roll of pupils who have accrued a number of merits and/or distinctions;
- confirmation by subject teachers of academic achievement in regular official communication to parents (interim reports, and abridged and full end-of-term reports);
- recognition in houses, at weekly school assemblies and at Final Roll of pupils who have been awarded colours;
- recognition in houses, at weekly school assemblies and at Final Roll of pupils who have made a particularly commendable contribution to school activities such as music, drama, Chapel, CCF;
- activity reports to parents in which mention is made of particularly noteworthy participation;
- recognition in housemasters'/mistresses' reports of achievement in any sphere of school activity;
- frequent informal communication between housemasters/mistresses and parents.

Praise and rewards may be given to an individual pupil, a group of pupils within a class or house year group, a whole class or house or even the entire school. In particular, every opportunity should be taken to praise pupils who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

Praise and rewards can be used to help reinforce efforts to tackle one particular aspect of behaviour. For example, when there is concern about misbehaviour on journeys to and from school praise might be aimed purposely at pupils who make efforts to subdue such behaviour and act as positive ambassadors for the College.

## Use of disciplinary sanctions

All schools now have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. Recent legislation has confirmed and clarified the right of a school to impose disciplinary sanctions on a pupil whose conduct falls below the standard that could reasonably be expected of him/her.<sup>2</sup> Use of disciplinary sanctions must be reasonable and proportionate to the circumstances of the case, and teaching staff should apply them consistently and fairly. Account may need to be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil.

Disciplinary measures have three main purposes:

- to impress on the perpetrator that what he or she has done is unacceptable;
- to deter the pupil from repeating that behaviour;
- to signal to other pupils that the behaviour is unacceptable and thereby deter them from doing it.

The application of sanctions is more likely to promote positive behaviour if pupils view the process as being fair. Teaching staff are advised to:

- make it clear during any investigation that it is always in a pupil's best interests to tell the truth, and that the pupil's candour will be reflected in any sanction that is eventually applied;
- make it clear where appropriate that a sanction is being applied to deal with a pupil's behaviour and not to stigmatize the pupil;
- avoid early escalation towards severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic, by taking into account a pupil's individual needs, age and understanding;
- wherever possible, avoid whole-group sanctions that punish the innocent as well as the guilty;
- consider using sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not completed in class the pupil might be brought back to finish it off);
- use sanctions to help the pupil and others to learn from mistakes, and recognize how they can improve their behaviour;
- when appropriate, use sanctions that put right harm caused by unacceptable behaviour;
- never issue a sanction that is humiliating or degrading;
- apply sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent, such that pupils should know that a sanction, when mentioned, will be used;
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and increasingly take responsibility for their own behaviour.

Sanctions should not be used where low-level interventions, such as the giving of a non-verbal signal or reminding a pupil of a rule, would be all that is needed. Staff should also consider when it might be more appropriate to encourage pupils to reflect on the harmful effects of their misbehaviour, rather than impose a sanction; for example, through producing a written account of the problem, or through individual or group discussions aimed at repairing relationships.

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<sup>2</sup> Education and Inspection Act 2006, Section 91.

## Misconduct — levels and sanctions hierarchy

Teachers should only enter detentions, green and orange papers; (plus merits and distinctions) through iSAMs. Behavioural issues serious enough to warrant urgent communication to HMMs should be by direct email.

	<b>Academic</b>	<b>Non-academic</b>
<b>Level 1</b>	<p><b>Examples:</b> late for lesson, talking, having no equipment, inattention.</p> <p><b>Sanction:</b> direct telling off, “see me”.</p> <p><b>Recorded:</b> Personal recording.</p>	<p><b>Examples:</b> disruptive in lunch queue, wrong uniform, late for roll, noisy in Quiet Hour, chewing gum.</p> <p><b>Sanction:</b> stop &amp; listen, “see me”.</p> <p><b>Recorded:</b> Personal Recording</p>
<b>Level 2</b>	<p><b>Examples:</b> late or no prep./coursework, poor/incomplete work, not checking email. Repetition of Level 1 examples.</p> <p><b>Sanction:</b> "green paper" (missing/late work).</p> <p><b>Issued &amp; Recorded</b> on iSAMs by teacher. Signed and recorded by HMM. Completed within 24 hours.</p>	<p><b>Examples:</b> rudeness, poor response to level 1.</p> <p><b>Sanction:</b> orange paper (agreed text to copy).</p> <p><b>Issued</b> via HMM; <b>Recorded</b> by teacher in iSAMs; signed and recorded by HMM within 48 hours.</p>
<b>Level 3</b>	<p><b>Examples:</b> no green paper, serious misbehaviour in lesson (e.g. swearing), accumulation of 3 green papers/subject in a term.</p> <p><b>Sanction:</b> departmental detention</p> <p><b>Recorded</b> on iSAMs &amp; email to HoD &amp; HMM</p>	<p><b>Examples:</b> no orange paper (after 48 hours), accumulation of 3 orange papers.</p> <p><b>Sanction:</b> 1 hour detention by HMM.</p> <p><b>Notified:</b> via email to HMM; <b>Recorded:</b> by HMM</p>
<b>Level 4</b>	<p><b>Examples:</b> missing departmental detention, non-attendance at a lesson, “fully booked” for Level 3 punishment, very serious misbehaviour, 3 dept. detentions/subject in a term.</p> <p><b>Sanction:</b> school detention</p> <p><b>Recorded:</b> HoD and email to HMM &amp; DH. HMM to inform parents.</p>	<p><b>Examples:</b> repeated offences in levels 1, 2 &amp; 3; serious breaches of house and/or school rules.</p> <p><b>Sanction:</b> at HMM’s discretion.</p> <p><b>Recorded:</b> HMM, DH, HM &amp; parents</p>
<b>Level 5</b>	<p><b>Examples:</b> non-attendance at school detention, very serious academic issue e.g. plagiarism, accumulation of 3 school detentions in an academic year.</p> <p><b>Sanction:</b> HM’s detention.</p> <p><b>Recorded:</b> HMM, DH, HM &amp; Parents. Seen by DH/DH (Academic).</p>	<b>As above</b>
<b>Level 6</b>	<p><b>Examples:</b> repeated academic shortcomings and failure to respond to measures taken earlier.</p> <p><b>Sanction:</b> Seen by HM, temporary and/or permanent exclusion.</p> <p><b>Recorded:</b> HMM, DH, HM &amp; parents</p>	<p><b>Examples:</b> extremely serious breaches of school discipline.</p> <p><b>Sanction:</b> temporary and/or permanent exclusion.</p> <p><b>Recorded:</b> HMM, DH, HM &amp; parents</p>

There is no corporal punishment at Epsom College.

***A serious offence, or repetition of any offence at any level within a short space of time should usually lead to the next level sanction being imposed.***

In addition, the following is in place:

- School Detention will take place at a weekly time of 6.30 – 7.30 p.m. on Saturday.  
Staffing – all members of Common Room are on the rota.
- The staffing of Headmaster's detention is the responsibility of the SMT and Headmaster on a rota.
- Moving from level to level:
  - 3 "green papers" per subject (term) = departmental detention  
(responsibility of teacher and HoD - recorded)
  - 3 departmental detentions per subject (term) = school detention  
(responsibility of HoD, DH (Academic) and DH)
  - 3 school detentions (academic year) = Headmaster's detention  
(responsibility of DH)
- Hierarchy for HM's Detention:
  - 1<sup>st</sup> – seen by DH or DH (Academic) – recorded.
  - 2<sup>nd</sup> – seen by HM with HMM. HM to write to parents.
  - 3<sup>rd</sup> – seen by HM with parents, possible temporary exclusion and discussion about the future of the pupil at the school.
- **A consistent approach and recording from all staff is the key to success with the system.**
- **Sixth Form**: Many of the sanctions above apply better for lower school rather than sixth form. Supervised Study Periods (SSP) are, in many ways, the best and most effective sanction for those in the sixth form. However, this will only work if all lessons are covered. Initially, these should be covered by those who are happy to volunteer their services, and in the second instance by those teachers whose timetables are less full. HoDs, HMMs and SMT will take the lead.

## Physical intervention

There are circumstances when teachers and other adults in positions of responsibility are empowered to act in a way that involves some form of physical intervention — in particular when the health and safety of pupils or anyone else is seen to be at risk, but also to prevent damage to property and possessions and in some situations to preserve good order and discipline at the College.<sup>3</sup> In all cases the intervention should be reasonable and proportionate.

Guidance to teaching staff and others enabling them to conduct themselves in an appropriate manner on those rare occasions when it is deemed necessary to use some form of **force** including **physical restraint** is offered in the policy document *Use of Restraint*. A member of staff may take forceful but reasonable and non-injurious measures in order to prevent a pupil from:

- committing an offence;
- causing personal injury;
- causing damage to property;
- prejudicing the maintenance of good order and discipline.

The aim in the guidance is to develop and uphold the consistent application of practices that, above all, are considered to be safe, but which also preserve the dignity and well-being of all those involved.

Recognition of the possibility that members of staff might sometimes be justified in using force is not a return to corporal punishment, use of which is not permitted anywhere in the College. Force may not be used as a form of punishment.

legislation<sup>4</sup> empowers members of staff to **search** pupils for any item banned under the school rules, if the pupil agrees. The Headmaster and staff authorised by him has a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items; knives or weapons, alcohol, illegal drugs and stolen items. Any banned or prohibited item found as a result of a search or which they consider harmful, or detrimental to school discipline, can be seized. As far as other items are concerned, it would be reasonable to ask a pupil to turn out pockets and/or hand over an item such as a packet of cigarettes or a mobile phone that is causing disruption, and it should be made clear to a pupil who unreasonably refuses to cooperate that he/she is likely to face disciplinary action. The police may be called in if it is felt necessary for a pupil or a pupil's possessions to be searched for (say) illegal drugs or stolen property.

Occasionally it may be appropriate to use **confiscation** as a disciplinary measure. Teachers are empowered to confiscate a pupil's property without his/her consent<sup>5</sup>, and should do so if the item of property poses a risk to health and safety or in order to maintain an environment that is conducive to learning — one in which the rights of other pupils to be educated are safeguarded. It would be reasonable, for example, for a teacher to confiscate a mobile phone that is being used during a lesson. The disrupting influence that mobile phones can have in the classroom (with the sending and receipt of text messages a particular distraction) would justify such action. Items that pupils should expect to have confiscated include

- any object that poses a threat to others: for example a laser pen that could be used to distract and possibly harm other pupils or staff;

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<sup>3</sup> Education and Inspection Act 2006, Section 93.

<sup>4</sup> Violent Crime Reduction Act 2006 inserted in the Education Act 1996.

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<sup>5</sup> Education and Inspection Act 2006, Section 94.

- anything that could jeopardize the conduct of a lesson and good order for learning;
- an item of clothing or adornment that contravenes the College's uniform regulations: for example a baseball cap, a non-College scarf or items of jewellery;
- anything that is counter to the ethos of the College: for example images or written material that could cause ill feeling between one group of pupils and another;
- anything that it is unlawful for a pupil to have in his/her possession: for example illegal substances and racist or pornographic material.

Most confiscated items can be returned to the pupil after a suitable interval. Return of an item at the end of the lesson or the same day may be regarded as a sufficient sanction, though in some circumstances a longer period, such as a week, may be more appropriate. Housemasters/mistresses should be consulted if the period of confiscation is to exceed a week.

Items that might not be returned to the pupil include

- those of no value, such as a message scrawled on a piece of paper, which may simply be disposed of;
- an item of value that the pupil should not have brought to school or has misused in some way, which would be stored safely, usually by the housemaster/mistress, until it can be handed over to a parent or guardian: for example a cigarette lighter;
- other items that the pupil should not have had in his/her possession, particularly those of an illegal or hazardous nature, for which it may be necessary to consult with the police or other external agency to arrange disposal.
- Controlled drugs, weapons, stolen goods or items which are evidence of an offence will be passed to the police

## Roles and responsibilities

All **teaching staff** should be firm and fair in their application of discipline within and outside the classroom. It is their responsibility to take positive, affirmative action to ensure that the College's rules, procedures and that which is taken to be 'best practice' are all adhered to. In addition to the common law duty of a teacher to take such care of the children in his/her charge as a careful parent would take of his/her own children, there is a statutory duty imposed on teachers to promote the general progress and well-being of individual pupils or groups or classes assigned to them, to maintain good order and discipline among the pupils and to safeguard their health and safety. (This duty includes ensuring as far as possible that pupils are free from bullying and harassment.) Teachers are encouraged to seek advice from their Head of Department or from other senior colleagues concerning the management of particularly demanding groups of pupils or of individuals.

**Tutors** monitor all aspects of the school career of each of his/her tutees, which for some will include interpretation of and compliance with features of the College's code of conduct. Through one-to-one conversations and more open discussions during weekly tutor periods, some of which may have been instigated by the recently introduced tutor coordinators, tutors offer guidance to their tutees on a range of pastoral issues, including those that relate directly to behaviour. The odd nudge in a particular direction or well-timed piece of advice can change a course of action, transform the tutee's perspective on life at school or even avert a potential disaster.<sup>6</sup>

**Heads of Department** are responsible for maintaining standards of behaviour and discipline within their departments that must reflect any health and safety issues associated with the teaching of particular subjects. They will offer advice and guidance to newly appointed teachers, paying particular attention to the needs of those in a first appointment. They will

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<sup>6</sup> *The Role of the House Tutor*, January 2008.

monitor the use of sanctions including departmental detentions and when appropriate oversee the transfer of recidivistic pupils to a school detention and ultimately to a Headmaster's detention.

**The Housemaster/mistress** of each house is responsible for overseeing the progress through the school of all pupils in the house and for ensuring that their safety, good discipline and pastoral well-being are all properly provided for. By means of encouragement and reward, and by the application of a clearly understood and fair system of sanctions, the housemaster/mistress vigorously promotes acceptance of the code of conduct of the house and that of the College. He/she is the principal point of contact for colleagues and parents concerning all aspects of a pupil's behaviour and will inform the Deputy Head or Headmaster of severe breaches of discipline including cases of bullying, substance misuse or sexual misconduct.

The **Deputy Head (Academic)** is responsible for maintaining standards of, and consistency across departments in, classroom behaviour, reporting (including the application of effort and attainment grades) and the award of merits and distinctions.

The **Deputy Head** is responsible for maintaining standards of pupils' behaviour and discipline throughout the College. He will inform the Headmaster about any significant behavioural issues that arise. He will annually review, update and re-issue *Guidance for Pupils*, monitor and revise as necessary all other procedures and policy documents that relate to the welfare or conduct of pupils, and advise teaching staff and others of developments. He will manage the administration and supervision of weekly school detentions and Headmaster's detentions on occasional Saturday evenings.

PJW

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