

## PASTORAL CARE, BEHAVIOUR & DISCIPLINE POLICY

<b>Date formally approved by the Governors:</b> February 2007
<b>Date policy became effective:</b> September 05
<b>Staff review date:</b> (September 07, 08) September 09
<b>Review Date:</b> September 10
<b>Person responsible for implementation and monitoring:</b> The Head, Deputy Head and Second Deputies are responsible for leading on this policy, but the whole community is responsible for the safeguarding of its members.
<b>Other relevant policies:</b> Safeguarding and Child Protection Policy, Procedure on Discipline and Exclusions, Equal Opportunities Policy, Curriculum Policy, Citizenship Policy, Health and Safety Policy, Policy for Safety and Security of pupils, Complaints policy, Safer Recruitment Policy, First Aid and Treatment and Medication Policy, Pupil Review Policy, Internet and E-Safety Policy, Record Keeping Policy, Restraining Policy, Sex and Relationship Education Policy

### Aims of the School - Garde ta Foy

Felsted Preparatory School (as part of Felsted) aims to educate children in a warm and caring environment, where the highest possible standards are set. The School aims to encourage boys and girls to achieve their individual best by gaining appropriate skills and awareness in order to be prepared for the next stage of their education. To achieve these aims, pupils ought:

- To understand and enjoy the academic and intellectual challenges that they face as well as the social, spiritual, physical, creative, moral, emotional and cultural dimensions of life at Felsted Preparatory School and beyond.
- To develop the capacity to know and appreciate their own strengths and weaknesses, and to encourage and nurture the development of personal faith, while also being considerate, tolerant and respectful of the strengths and weaknesses of others, which is consistent with the School's Christian ethos and foundation.
- To develop an understanding and sympathetic appreciation of those of different backgrounds and cultures.
- To set themselves high personal standards and values in all that they do.
- To participate in and enjoy the wide range of activities on offer.

**Felsted Preparatory School – encouraging all children to achieve their individual best.**

**This policy sets out to support all the aims of the School by taking its responsibility to protect and safeguard the welfare of the pupils in its care very seriously. It cannot fulfil its aims unless its children feel safe and well. This policy applies to the whole School and the Early Years Foundation Stage.**

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**The objectives of the Pastoral Care, Behaviour and Discipline Policy are:**

- to promote the welfare and happiness of every Young Felstedian;
- to enable Young Felstedians to develop their self knowledge, self esteem and self-confidence;
- to encourage Young Felstedians to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life by promoting tolerance and harmony
- to enable Young Felstedians to distinguish right from wrong and to respect the law
- to ensure that every Young Felstedian is protected from abuse;
- to recognise that every Young Felstedian has a right to raise anxieties and grievances;
- to clarify lines of communication and procedures to be followed in the interests of the Young Felstedian;
- to evaluate the Pastoral Care, Behaviour and Discipline Policy annually on the basis of legislation, lessons learned and new strategies employed.

**Those involved in the Pastoral Care, Behaviour and Discipline Policy are:**

**(i) All pupils**

**(ii) All teaching staff**

Form Tutors

Heads of Year which include the 2<sup>nd</sup> Deputies Senior, Middle and Junior and the Head of Stewart House

Houseparents, Assistant Houseparents & Boarding House Team

Deputy Head

Head

**(iii) Other adults**

Matrons  
School Chaplain  
School Doctors  
School Counsellor/Life Coach  
Parents

## **Promoting Positive Relationships**

### **Tutor Time**

All Young Felstedians are encouraged to build a relationship with their Form Tutor or other teacher and identify an adult that they feel able to talk to in case of need. Form time takes many forms and is aimed at dealing with Form business, but also creating time for the building of relationships and discussion about all manner of things. Felstedians should feel safe and able to express themselves within this environment.

### **Staff guidelines to reduce the risk of bullying are:**

*At the start of each academic year* the Head, Second Deputies, Head of Boarding and Form Tutors remind pupils that bullying in all forms is not tolerated in the School and a discussion occurs at both staff and pupil meetings of times and places where bullying is most likely to occur and where everyone needs to be vigilant.

Staff undergo Safeguarding training every three years and the Head and Deputy Safeguarding Protection Officer every 2 years. There is a named Safeguarding Officer for Early Years.

Pupils are told that they are expected to ensure that bullying does not permeate the School.

Staff are aware that bullying is a very serious issue and can cause serious long term psychological damage to a person and can even cause suicide. For this reason they discuss cases and issues as they arise, do anti-bullying training as a whole staff and are encouraged to train on this issue as necessary.

All pupils have a responsibility to talk to someone in authority if they witness bullying or suspect that it is happening.

Staff are asked to use any educational opportunity such as PSHCE, assemblies, projects, drama, literature, historical events, current affairs and so on to promote awareness and prevent any form of bullying.

Staff are asked to reward pupils who are well behaved and hard-working by giving them commendations or other rewards and plus points weekly for their effort academically commensurate with their academic ability and their positive contribution to the School through their activities and helpfulness. This is designed to reinforce positive behaviour.

Pupils are referred to the front of their Planners where they should become familiar with the "Pupils' Aims", Rules & Conventions (Do's & Don'ts), the School's Disciplinary Policy and various anti-bullying posters around the School. Pre-Preparatory pupils are asked to adhere to the Golden Rules as published in all the classrooms, the hall and playground.

The 2005/6 Pupil Council came up with the **HOWDI** code which has become very popular with pupils, staff and parents.

**H** - Hello - you do not have to be friends with everyone, but take time to greet them

**O** - Open the door to anyone and everyone

**W** -Walk around School and wait in a respectful manner

**D** - Dress appropriately

**I** - Instructions - follow these at all times!

In September 2009, the Pupil Council devised the School Jewel:

**Responsibility for yourself, others and staff**

**Understanding others**

**Best - achieve your best in all you do!**

**Yourself - become yourself, believe in yourself, be yourself!**

Other material is available from Mrs C A Lee, Head of PSHCE. (For further rules see Appendix 1)

## **Dealing with a bullying problem**

### **Guidelines for interviewing pupils on disciplinary issues**

Below are guidelines when interviewing pupils. There are many successful strategies though the priorities are always the same:

- establish the facts
- treat the pupil(s) as you would wish your child to be treated
- treat different pupils in the same way.

1. If it is suspected that there is a major breach of discipline (one which could lead to suspension or exclusion), inform the Head or Deputy Head immediately. They may need to make an early decision on referring the matter to the Social Services and Police. After consultation with them it may also be necessary to inform Parents or Guardians. Other people may also need to know early on and some of these can help to manage the aftermath: Medical Staff? Chaplain? Tutor? Boarding House staff? Friends? Brothers or sisters? Write down in advance exactly what is to be said.

2. It may be necessary to take urgent action to secure evidence (e.g. alleged theft, indecent assault, alleged drug abuse and so on); but if the pupil is very distressed or not acting in a normal way, it may be helpful to delay the interview, particularly if it is late in the evening. In that case give clear instructions to the pupil about staying in the school, and on whether he/she may speak to others.

3. Offer the pupil the option of having a supporter teacher present. If the friend is a member of staff, make it clear at the outset that your colleague is there to support the

pupil, not to ask questions. Do not promise confidentiality. If the pupil has a friend, you must ensure there is another adult supporting you present at the interview. If alone interviewing, leave the door open. If in doubt, take advice. It may be beneficial to have a friend in the room!

4. If it is necessary to interview more than one pupil, and to prevent collusion, keep the pupils in separate rooms – League Captains may be able to help.
5. Think about seating: do not sit behind a desk since pupils are more likely to share confidences; try not to confront the pupil or make them stand.
6. Listen to the pupil, rather than directly question him or her. Do not ask leading questions. Never stop a child who is freely recalling significant events.
7. If the pupil asks for a break, or a chance to make a phone call, you should agree.
8. Once the story has been established, get the pupil to write down that version. Extra details often appear at that stage. Pupil(s) and staff should sign and date it. If the pupil is reluctant to write or sign anything, do not insist.
9. At the end of the interview check with the pupil on whether he/she thinks the process has been fair and on whether there is anything to add. Offer a further chance to talk. Concede explicitly that "it can take time to remember everything clearly", or that "it can be hard to tell the whole story" (i.e. leave the door open for further revelations). If more does emerge later, that should also be noted down in the same way.
10. If the incident is so serious that it may lead to police involvement, avoid further interviews. Repeat to the pupils that they should not discuss the matter among themselves.
11. Check that the records are adequate before the details get blurred: brief, factual, to the point; recording events (not feelings). Interview notes: take care to record the timing, setting and personnel present as well as what was said. Record all subsequent events up to the time of the substantive interview.
12. Reflect upon all information gathered and previous known information about the pupils and seek to identify any patterns of behaviour that may be significant.

*(Full guidance on how to deal with an incident of this nature is supplied in the Safeguarding and Child Protection Policy including further information on how to enable patterns of abuse to be identified. Sample anti-bullying incident report sheets are supplied in appendix 3)*

## **Pupil Grievance Procedure**

Any pupil may register a complaint against a fellow pupil - he/she may do this through his/her Form Tutor or through any member of staff (e.g. Head of Year). If the pupil is unhappy with the response of the member of staff or the outcome of the complaint, then he/she should appeal to the Head of Year, Deputy Head or Head. The pupil may be accompanied by a friend at the time the complaint is made and during any subsequent discussions.

If a pupil's complaint is against a member of staff (teaching or other), then it should be made to the Deputy Head or Head. A pupil may be accompanied by a friend at the time the complaint is made and during any subsequent discussions. The Deputy Head or Head will decide whether any disciplinary action against a member of staff should be taken, and will keep Parents informed accordingly. *It is expected that all complaints can be dealt with within 48 hours.*

There is also a Pupil Council consisting of the League Captains who meet regularly with the Head, Deputy Head and Heads of League. Pupils can use their representative on the Pupil Council to raise matters of general concern (e.g. Food!!). The Pupil Council will report via the Head to the Management Team. The Pupil Council also help organise events which benefit the pupil body.

Parents' Complaints Procedures are outlined in **SECTION I - Other School Policies.**

## Developing a School wide approach

This is a typical document that the School Council will develop annually to share with the School.

### *Pupil Procedure to Prevent Bullying*

The School aims to provide an environment in which each pupil is personally involved, and in which they can develop as young people of integrity, social conscience and courage. We aim to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every pupil has a right to enjoy their time at school. Felsted expects you to be law-abiding and does not tolerate bullying or harassment. Respect for others is expected.

#### **At Felsted everyone has rights and responsibilities:**

<b>Rights</b>	<b>Responsibilities</b>
to feel safe	to respect yourself
to learn and grow	to respect others
to be respected	to use common sense
to be valued	to support others

It is the right and responsibility of everyone to report bullying, whether it happens to them or to someone else. No one will get into trouble for doing this.

#### **What is Bullying?**

Bullying is the misuse of power, is uninvited aggressive words or actions, and is hurtful. Any behaviour intended to hurt, injure, threaten, or frighten, including:

- using hurtful or sexist names or any names which obviously upset
- making reference to a person's sexuality, religion, culture or race
- picking on an individual for any reason including disability
- punching, hitting, pushing
- teasing or mocking
- spreading rumours
- exclusion, deliberately ignoring or avoiding and/or encouraging others to do the same
- repeatedly 'putting down' someone
- threatening
- taking or damaging property
- using mobile phones, emails and/or text messages, photographs, social websites to be abusive, unkind or cyberbullying.

#### **What to do if you are bullied:**

- tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive
- seek help. Talk about it to someone you trust.
- report it to a member of staff, or a League Captain. The school does not tolerate bullying.
- Feel confident that any incident can be resolved satisfactorily.

### **What to do if you know someone is being bullied:**

- care enough to do something about it, whether it affects you personally or not;  
early intervention can defuse a situation before it gets out of hand
- report it to a member of staff, or a prefect.

### **To prevent bullying:**

- respect yourself and others
- work to create a pleasant school environment for all
- learn to tolerate and accept individual differences
- support the school policy on bullying
- bullying sometimes involves exclusion from the group. If you are popular and part of a group perhaps you could make sure others don't feel excluded

### **The School:**

- expects a high standard of behaviour at all times
- aims to provide a safe and caring environment for everyone
- has a policy for detecting, preventing and dealing with bullying
- is educating pupils about issues related to bullying behaviour
- offers support to all pupils through the pastoral care system

If you are unhappy or worried about a problem or wish to make a complaint you should talk to someone or e mail them. That person might be:

- Your Form Tutor
- Your Head of Year
- Another member of staff
- The School Doctors (who act as Independent Listeners) -  
Dr Slack or Dr Pitt (tel 820410)
- The Medical Centre (tel 820280)
- Matron
- The Chaplain, The Reverend J Brice (home tel 820414 -  
jawb@felsted.org)
- The Deputy Head, Mr Searle (tjs@felstedprep.org)
- The Head, Mrs Burrett ([jmb@felstedprep.org](mailto:jmb@felstedprep.org), either knock on the door  
or make an appointment with Mrs Lilley - tel 822619)
- Worry Box placed at the ledge opposite the Boarding House stairs.

### **Outside the school:**

- Childline (tel 0800 1111)
- National Drugs Helpline (tel 0800 77 66 00)
- your parents

Don't be afraid to speak out if there are matters you don't know how to deal with. Everyone at Felsted is most concerned about your welfare and there is always help available.

## **Preventing bullying through disciplinary measures**

All pupils have to follow a firm system of discipline which is suitably flexible to allow for increasing maturity. Corporal punishment is never used. Rules are laid down in the Pupil Planner and cover such matters as personal appearance, care of property and the behaviour necessary for the effective and efficient running of the school community. There is a separate policy on exclusion. Sound work habits are encouraged and all pupils are expected to obey the rules and regulations.

Common sense, cleanliness, tidiness, punctuality, respect for common and individual property and good manners are always necessary. Whenever involved in any school activity or doing anything in public, restraint and good taste must be shown so that the community can be proud of pupil activities.

**Permanent Exclusion – see Procedure on Discipline and Exclusions**

**There is a right of appeal against decisions made. See appendix 2 for form**

## Felsted Preparatory School – Disciplinary Policy

*Behaviour within the classroom: there are five levels within the disciplinary policy*

Level	Type of Offence	Action to be taken
1	Poor behaviour/attitude in the classroom e.g. disturbing the lesson; not working; preventing others from working.	A verbal admonishment or an on the spot punishment - given and supervised by the member of staff concerned.
2	<b><i>Repeated offence from Level 1;</i></b> or poor effort on a piece of work – including prep; failure to complete or do a prep assignment; prep handed in late.	Incident logged in Detention Book – pupil instructed to attend “ <b>Completion Detention</b> ” on Friday Break - the prep or piece of work will be completed or re-written. <b>ONE Minus Point</b> will be awarded and recorded by the Head of Year. Year 8 pupils will proceed directly to a Wednesday Afternoon Detention.
3	<b><i>Repeated offence from Level 2;</i></b> or more serious breach of classroom discipline.	Incident logged in Detention Book and a detention piece of work set by the teacher. Teacher to write note to Parent in Pupil’s Planner – pupil instructed to attend a Wednesday Afternoon Detention. <u>Note:</u> the prep or piece of work also needs to be completed. <b>TWO Minus Points</b> will be awarded by the Head of Year who also keeps a central record.
4	<b><i>Repeated offence from Level 3</i></b>	As for Level 3, plus <b>Head of Year</b> to see pupil concerned and decide on appropriate way forward. This might include a letter being sent or a discussion with Parents and the pupil being placed on a Work Card with a weekly review; the pupil might also be required to miss a school match. Note put on Pupil’s Record.
5	<b><i>Repeated offence from Level 4;</i></b> or violent or dangerous behaviour within classroom; <b><i>refusal</i></b> of a pupil to follow the Teacher’s request.	Pupil sent or taken immediately to Head of Year who will consult with the Head/Deputy Head. Parents will be asked in to a meeting. The outcome of which will be put in writing to the parents and a copy placed on the Pupil’s file. Pupil placed in “ <b>Headmistress’s Detention</b> ” on a Saturday afternoon (2.00 – 4.00p.m.). Note put on Pupil’s Record.
	Years 7 & 8 pupils carry a ‘Fundamentals Card’ – see following document	

These examples of inappropriate behaviour are not definitive but they should be used to illustrate the action that members of staff should take when they encounter behavioural problems within the classroom.

**Out-of-class behaviour:** there are five levels within the disciplinary policy

Level	Disciplinary Policy Type of Offence	There are five levels Action to be taken
1	Leaving clothes/bag in wrong place; running inside building; lateness; wearing incorrect clothing/footwear; untidy appearance; unkind comment to a fellow pupil; excessive noise; poor manners at mealtimes;	A verbal admonishment or an on the spot task - given and supervised by the member of staff concerned. In Year 7 and 8, the 'Fundamentals Card' is signed by the member of staff who has witnessed the incident.
2	<i>Repeated or more severe offence from Level 1;</i> or eating sweets; bringing sweets into school; dropping litter; bad language; misuse of computer; general silly behaviour or misconduct within school buildings/ grounds.	Incident <i>logged in Duty Book</i> (as a <b>minor</b> incident) and <b>ONE</b> Minus Point awarded, resulting in loss of 20 minutes of free time on Friday break. In Years 7 and 8, 3 marks of the 'Fundamentals Card' equal <b>ONE</b> Minus Point
3	<i>Repeated or more severe offence from Level 2;</i> or extremely bad language; rudeness to a member of staff; poor behaviour outside of the school grounds (e.g. to and from the Senior School); telling lies; failure to do punishment job properly.	Incident <i>logged in Duty Book</i> (as a <b>major</b> incident) and <b>TWO</b> Minus Points awarded, resulting in loss of free time during long break on Friday DT. <b>Tutor</b> made aware of offence and records it in the pupil's Planner. <b>Head of Year</b> to record offence on Pupil's Record.
4	<i>Repeated offence from Level 3;</i> or unacceptable outburst of temper; physical and/or verbal bullying; leaving the school grounds without permission (but still within Felsted); being in possession of another person's property.	Incident <i>logged in Duty Book</i> (as a <b>major</b> incident) and referred <b>immediately</b> to <b>Head of Year</b> – punishments will vary according to the offence, but will probably include an interview with the Head of Year, being placed in " <b>Deputy Head's Detention</b> " on Wednesday afternoon, the incident logged on the Pupil's Record and reported to Parents. The pupil might also be placed on "report". Counselling procedures might be applied.
5	<i>Repeated offence from Level 4 -</i> especially a repeat of any bullying; or blatant stealing; violent behaviour; behaviour that endangers the pupil concerned or others; vandalism; pupil going absent from school grounds and being unaccounted for.	Incident <i>logged in Duty Book</i> (as a <b>major</b> incident) and referred <b>immediately</b> to <b>Deputy Head or Head</b> - punishments will vary according to the offence, but will probably include, being placed in " <b>Heads' Detention</b> " on a Saturday afternoon (2.00 - 6.00p.m.), the incident logged on Pupil's Record and the Parent(s) being asked to come in to meet with the Deputy Head or Head – this will be followed up in writing as a warning, which could lead to exclusion from the school.

# Fundamentals Card Guidelines for Years 7 & 8

## The 'Fundamentals' Courtesy Appearance Punctuality Equipment

- All pupils to be issued with a 'Fundamentals' Card
- They should keep it in the chest pocket of their blazer.
- Every time a member of staff sees a pupil breaking a 'fundamental' rule they ask for the pupil's 'Fundamentals' Card.
- They write in the misdemeanour, sign and date it.
- Each pupil gets three chances (there is space for three misdemeanours on the card)
- If the teacher completes the card, then they should retain it and hand it back to JPF / MCS
- The pupil then receives a minus point at least.
- The pupil then goes to JPF / MCS to be issued with a new card and a warning about future discretions.
- If the pupil loses the card, then they get a minus point.
- If a pupil gets three cards filled (cards will be colour coded) and three minus points, then they receive a Wednesday DT.
- This will be cumulative over the term.
- Examples of misdemeanours are:
  - Untucked shirt
  - Top button undone
  - Tie too short
  - Not school clothing being worn
  - Hair not tied back fully and neatly
  - Unkempt hair
  - Hair too long
  - Incorrect and brightly coloured hair bands etc.
  - Not having a coat in school when required
  - Wrong type of bag
  - Wearing another pupil's uniform
  - Late for class without good reason
  - Lack of courtesy
  - Not doing League duties
  - Not having the right equipment for Mathematics

All of the above are examples only – all staff are aware of what is expected.

**Heads of Year retain ultimate sanction on punishment.**

## **Permanent Exclusion**

1. Pupils will only be excluded in cases of a serious breach of the school's behaviour/discipline policy or if the continued presence of the pupil being excluded in the school would seriously damage the education or the welfare of other pupils or staff.
2. Only the Head can exclude (or in his absence the person in charge on the day). The Chairman of Governors will have been consulted prior to a decision to exclude being taken.
3. A decision to exclude a pupil, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed, e.g.:
  - serious violence, actual or threatened, against a pupil or member of staff;
  - sexual abuse, assault or intercourse;
  - supplying or being found using an illegal drug;
  - carrying an offensive weapon.
4. Factors to be Considered before an exclusion
  - a. an appropriate investigation has been conducted;
  - b. all the relevant evidence has been considered;
  - c. the pupil's version has been heard;
  - d. if appropriate, other people have been consultedIf the balance of probabilities has been established, the pupil may be excluded.
5. Parents may appeal against the decision to exclude a pupil to a panel of Governors. The Appeal Process is available from the Head's Office.

## 6. Length of Suspensions (Fixed Term Exclusions)

Suspensions from school will be no longer than two weeks and usually between three and seven days. It is normal practice to give a punishment equivalent to a suspension which requires a pupil to come in to school for up to a week during the holidays to complete work or appropriate tasks. Pupils who have reached this stage of the disciplinary procedure usually require more than the usual support and help. During the suspension at school, the Head is able to ascertain exactly what further support is required for the pupil suspended. This could include counselling, a period of life-coaching, a specifically targeted card, (eg achievement, concentration, kindness) or regular meetings with a key supporter. Such help may have already been set up earlier on as difficulties arose.

## Stewart House Disciplinary Procedure

Stewart House promotes a positive attitude to good behaviour by emphasising “Do’s” rather than “Don’ts”. The Golden Rules set the standards of attitude and behaviour for all pupils, and a copy is displayed prominently in each classroom, the hall and the playground. These principles are constantly reinforced in assemblies, in class and throughout the school day as appropriate. Children who are deemed to have behaved in an exceptionally praiseworthy manner are rewarded during the Gold Book assembly. They write their names in the Gold Book and receive a Gold Book Award certificate. Their photographs are displayed on the Golden Apple Tree in the hall.

Staff try to ‘catch children being good’, and praise and reward whenever possible. Stickers are given for a variety of reasons at the discretion of the class teachers and assistants. Children may be sent to the Head of Stewart House for special recognition of good work or behaviour.

Misbehaviour in the playground is dealt with immediately by the duty staff. A child will usually:

1. receive a warning, which may be followed by
2. being removed from play for a short time by sitting on a bench or standing facing the wall.

The child’s class teacher is informed of his/her misbehaviour at the end of break.

Misbehaviour in the classroom will be dealt with by the class teacher. Sanctions may include the loss of reward stickers or privileges in class. The child may be sent to the Head of the Pre-Prep if the teacher sees fit.

Persistent misbehaviour is dealt with by the class teacher and/or the Head of the Stewart House. Sanctions include sitting on a bench or staying inside for break/s, missing special activities or outings. The parents are informed of any action taken and the reason for it, and are encouraged to support the school’s standards. Parents may be asked to have a meeting with the class teacher and/or the Head of the Stewart House to discuss ways in which the child’s behaviour can be improved. A record is kept of any meeting with parents concerning their child’s behaviour, and any plan of action which has been agreed.

## Appendix 1 Rules and conventions to make Felsted a safe place Felsted Preparatory School

### **Pupils should aim:**

To make Felsted a happy place where everyone matters.

To remember that they should be helpful and kind towards others.

To understand that pupils are not all the same and accept their differences e.g. beliefs, family background, physical appearance and abilities).

To respect the rights of others to work and play without interference.

To respect other people's property.

To respect other people's opinions.

To be polite & well mannered towards others.

To be honest with themselves and with others.

To admit mistakes, put them right and learn from them.

To develop high personal standards – manners, dress and appearance.

To appreciate that verbal & physical bullying is unacceptable.

To accept and obey School rules and conventions.

# **Discipline, behaviour and good manners**

## **The Golden Rules**

We are kind and helpful.

We listen.

We are gentle.

We are honest.

We look after property.

We work hard.

**Most of our rules and conventions are based on a common sense approach to living and working together as a community**

**Some examples are given below:**

<b>DO</b>	<b>DO NOT</b>
Say Good Morning to others	<b>Bully anyone, either physically or verbally</b> - use hurtful names towards others
Stand up when an adult enters the classroom (except in Pre Prep)	- use hurtful behaviour towards others
Hold doors open for others	- exclude others from your game because you don't like them
Try to eat well, have good manners and help others at meal times	- trip or hurt others in any way
<b>Think about your appearance</b>	- whisper, point or spread rumours
(i) be smart and clean at all times	- deliberately "wind" up people for fun
(ii) have a comb/hairbrush at school	- take or ask to borrow another pupil's belongings
(iii) arrive at school with clean shoes	
(iv) have clean games kit	Interfere with or wear another pupil's kit
(v) wear the correct clothes for games, PE, CDT etc.	Shout loudly around school
(vi) wear the right footwear on the grass.	Use bad language
<b>Look after you own belongings</b>	Run inside the school buildings or push through doors.
(i) Hang your clothes up in the Changing Rooms	Leave the school grounds without permission
(ii) Put you workbags in your lockers when not using them	Bring mud or dirt into the school buildings
(iii) Always have a coat at school and hang it on your coat peg	Bring sweets or drinks into school without permission
Be punctual for lessons & activities	<b>Drop litter</b>
Think of others ahead of yourself	
Respect other people's property	
Pick up coats and hang them up	
Pick up litter	
Follow a teacher's instructions	

**Appendix 2**

Application form for Appeal Hearing

**Felsted Preparatory School**  
**Dunmow, Essex CM6 3JL**  
**Telephone 01371 822610 Fax 01371 822607**

To The Clerk to the Governors

Name of Pupil:

Names of Parents or those with delegated Parental Responsibility:

Address of Parents/Guardian:

Telephone numbers: (day)  
(evening)

**I, being the parent or person with delegated parental responsibility** for the above named pupil, request that a Sub-Committee of the Board of Governors conducts an Appeal against the decision to require removal of or to exclude the pupil.

We have received with this Form a copy of the Appeal Procedure and we agree to abide by its terms.

We also agree that the proceedings are, and will remain, confidential and that this Appeal will be final, subject to such (if any) legal rights as may exist.

The grounds upon which we seek a Appeal and the matters which we wish to discuss at the Review and to ask the Sub-Committee to take into account are as set out on the reverse of this sheet.

We understand that we may be accompanied at the Review Hearing by a friend or relation or by a member of the school staff who knows and who is willing to speak on behalf of the pupil.

(Two signatures required where practicable)

First Signature .....	Second Signature .....
Full Name .....	Full Name .....
Relationship to pupil .....	Relationship to pupil .....
Date .....	Date .....

Appendix 3

**FELSTED PREPARATORY SCHOOL PASTORAL CARE  
ANTI-BULLYING INCIDENT REPORT SHEET**

Date: .....Member of staff investigating: .....

***Brief details of alleged incident - victim's report - name:***

Who was involved?	
What happened?	
When & where did it occur?	
Names of witnesses:	
Signature of alleged victim:	Time: <span style="float: right;">Date:</span>

**Witness report 1 - name: .....**

Who was involved?	
What happened?	
When & where did it occur?	
Signature of witness:	Time: <span style="float: right;">Date:</span>

**Witness report 2 - name: .....**

Who was involved?	
What happened?	
When & where did it occur?	
Signature of witness:	Date: Time:

**Witness report 3 - name: .....**

Who was involved?	
What happened?	
When & where did it occur?	
Signature of witness:	Date: Time:

**Report from alleged bully - name: .....**

Signature:	Date:	Time:

**Investigating member of staff's summary of incident:**

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Signature:

Date:

Time:

**Action required:**

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**Referral (to whom):**

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**Details of follow-up by: .....**

Signature:

Date:

Time:

### **Monitoring and Evaluation**

When an individual case arises, the policy is adhered to and therefore is monitored through this process and adjusted as required. Considerable training is given on this policy in conjunction with the Safeguarding and Child Protection Policy and both are closely monitored by the Governors on a termly basis through examining disciplinary issues. These figures are put together by the Second Deputies and Head of Stewart House. Whether the policy is working or not is monitored through pupil and parent questionnaires on an annual basis. The policy is evaluated through the School's policy evaluation cycle in accordance with the Header at the top of this policy.