

# BEHAVIOUR AND DISCIPLINE POLICY

COVERING BOTH SCHOOLS  
INCLUDING EYFS AND BOARDING

<b>Governors' Committee normally reviewing:</b>	Education Committee
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<b>Person responsible for implementation and monitoring :</b>	Heads Senior Deputy Head Deputy Head (Prep) Deputy Head (Academic) HMs and HoDs Teachers
<b>Other relevant policies :</b>	<ul style="list-style-type: none"> <li>● Learning and Teaching Policy</li> <li>● Assessment Policy</li> <li>● Safeguarding (Child Protection and Staff Behaviour) Policy</li> <li>● Spiritual, Moral, Social and Cultural Development Policy</li> <li>● PSHE Policy and Schemes of Work</li> </ul>

**This policy incorporates previous policies:**

- Behaviour Policy
- Discipline and Exclusion Policy
- Promoting Positive Behaviour for Learning and Code of Conduct Policy

The following policy covers the aims and ethos of the Senior School

[Aims of the School](#) Click here  
[Ethos of the School](#) Click here

**SAFEGUARDING STATEMENT**

*Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.*

**EQUAL OPPORTUNITIES STATEMENT**

*The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.*

## CONTENTS

1. Introduction
2. Promoting Positive Behaviour for Learning
3. Expectations of Behaviour in the Classroom
4. Rewards (Senior)
5. Sanctions (Senior)
6. Rewards (Prep)
7. Sanctions (Prep)

Appendix 1: Serious Offences

Appendix 2: School Rules (Senior)

Appendix 3: Prefects' Role in Promoting Good Behaviour (Senior)

Appendix 4: Academic Sanctions (Senior)

Appendix 5: Code of Conduct - General

Appendix 6: Code of Conduct - Classrooms

Appendix 7: Code of Conduct - Sport (Pupils)

Appendix 8: Code of Conduct - Sport (Parents/Guardians)

Appendix 9: Code of Conduct - Sport (Coaches/Officials)

Appendix 10: The Felstedian Behaviour Scheme (Prep)

# BEHAVIOUR and DISCIPLINE POLICY

## 1. INTRODUCTION

The behavioural expectations of the school encourage characteristics that seek to maintain a strong sense of community between staff, pupils and the wider Felsted community. Felsted students are expected to behave in a way that recognises their development as confident individuals in a community that nurtures self-esteem and wellbeing and equips them with the skills that lead to life-long learning, cultural breadth, a willingness to accept challenge, and an understanding of the way that they, as individuals, interact with communities that are local, regional, national and global. In-keeping with the Round Square IDEALS, this will promote the opportunities to develop as a servant and leader of others.

**Above all else, Felstedians are expected to treat all other members of the community with kindness at all times.**

## 2. PROMOTING POSITIVE BEHAVIOUR FOR LEARNING

The ethos of Felsted is based on mutual respect, support and encouragement to bring out the best in each individual. The school sets out to promote positive standards of behaviour which are easily understood and to which pupils, parents and staff can all subscribe. Good order and discipline are essential to the provision of high standards of education. Poor behaviour cannot be tolerated because it prevents pupils from learning and making good academic progress. The support of parents is essential for the maintenance of good behaviour. All staff have a critical role in establishing high standards of learning, teaching and behaviour.

### 2.1 Key Principles for Promoting Positive Behaviour:

- An acknowledgement that we all have rights and that with such rights come responsibilities to ourselves, to others and to the school;
- Every individual at Felsted should feel a valued part of a community in which we treat others as we would wish to be treated;
- Students should recognise that self-discipline is the highest form of discipline, together with self-respect and the basic virtues of honesty, fairness and good manners;
- Staff recognise the importance of modelling positive behaviour by treating pupils (and colleagues) at all times with a positive and professional attitude; Felsted believes in Positive Education.

### 2.2 Aims

- To create an atmosphere of mutual respect, trust and corporate responsibility
- To promote a positive school ethos through positive behaviour strategies and celebrations of success
- To raise standards of attainment, behaviour and attendance for all pupils
- To involve pupils and staff in setting rules/standards of behaviour within the school
- To require pupils to manage their own behaviour effectively while respecting the rights of others
- To develop social and citizenship skills in a variety of school contexts

### 2.3 Strategies for Promoting Positive Behaviour

Using restorative approaches to promoting positive behaviour is a key element of the practice at Felsted. We believe that this helps pupils take control of their behaviour by:

1. Focusing on relationships and allowing pupils to restore and rebuild after conflict or difficulties.

2. Building empathy and allowing pupils time to reflect on the real consequences of their actions by facing the person who was harmed so that they can hear how they are feeling and what they are thinking.
3. Agreeing on the appropriate next steps which may often include reparation in the form of an apology or restorative approach. This may include helping the pupil to ask for help in the future or exploring methods of support to regulate emotions.
4. Using respectful language during restorative conversations that allow pupils to feel safe and have the opportunity to be accountable for their actions.
5. Giving everyone a voice so that all pupils involved are given the opportunity to speak and be heard. This helps build the whole picture of each event.

Preventative strategies which encourage each student to develop a sense of personality and self-discipline include:

#### Engagement of Students in Developing and Implementing Codes of Behaviour

- Discussion of appropriate behaviour charters
- Training of peer counsellors
- Organisation of student buddy system (through houses)

#### Clear Communication of Expectations

- Whole school assemblies on moral or social issues
- Publishing the School Rules and the Code of Conduct in the Pupil Handbook
- Publicising the behaviour charter throughout the school
- Ensuring that parents are aware of expectations of student behaviour through the web site, mailings etc

#### Appropriate use of Rewards and Praise:

- Use of rewards (including commendations, public recognition in assemblies or the E-newsletter, citizenship awards or nominations, certificates and stickers for positive behaviour across the curriculum and out of school)  
Nomination of Man or Woman of the Week within Houses or Team of the Week in assemblies
- Use of praise as a sincere and prompt response to positive behaviour or achievement
- Praise should be applied equitably across the age and ability range, regardless of Special Educational Need, disability, race, religion, gender, sexual orientation or other differences
- Praise and reward should follow a transparent and fair system that rewards good behaviour and commitment to study
- Students are to encourage and support each other at all times

#### Pastoral and Tutorial Promotion of the Highest Quality Behaviour

- Setting of personal targets by Tutors and/or House staff for improving work or behaviour
- In Houses, the promotion of positive behaviour, through House assemblies, House routines and the use of senior students as Heads of House or House officials to assist in managing student behaviour

#### Consistent Behaviour Management by all Staff

- Discussion and implementation of proactive strategies to manage behaviour by all staff
- Clarity about school rules and expectations
- Consistent, fair and persistent management of behaviour by all staff
- Consistent interventions to manage behaviour – students should arrive on time for school, in uniform, on time to lessons, properly equipped for learning and prepared to focus on their learning, work positively and collaboratively with others, treating other people, their ideas and their belongings with respect, valuing and caring for the environment and supporting those around them to fulfil their potential

#### Good Teaching and Consistent, Ongoing Pastoral Support

- Stimulating, well-planned lessons which challenge pupils across the ability range (to maintain interest and focus)
- Consistent and ongoing support for students – both learning support, extension, enrichment and challenge, as well as pastoral and emotional support, including counselling, as required

'Collective' punishments (where a whole group of pupils is sanctioned for the poor behaviour of one pupil, or a subset of pupils, from within the wider group) are not permitted at Felsted. They are inconsistent with the principles of fairness and individual responsibility and encourage negative, coercive relationships between pupils.

### 3. EXPECTATIONS OF BEHAVIOUR IN THE CLASSROOM

***Felstedians should be academically aspirational, challenging themselves to make excellent progress throughout their school career, to take pride in their work at all times, and be active, inquisitive and willing to work independently.***

Students can ensure that they make excellent progress by taking responsibility for their learning. This may be characterised by the following behaviours:

- Engaging positively in lessons, through active listening and contributing to the lessons, orally and in writing;
- completing tasks in a specified time-frame and handing them in on time;
- reflecting on and engaging with feedback from teachers; identifying what has been learned successfully and any areas of difficulty;
- being aware of target grades and specific steps needed to reach these grades during individual lessons and over a longer time span;
- presenting work neatly and skilfully so that the learning is communicated as successfully as possible;
- developing learning skills as well as understanding content, for example by reflecting on how learning takes place and looking for opportunities to employ Higher Order Thinking Skills such as analysis, evaluation, synthesis and creativity. They should seek to understand how and why they are learning specific subjects and topics;
- asking questions both to clarify and extend understanding.

***Felstedians should make their skills and abilities available for the good of the whole community***

In class, students should support their peers by contributing fully to pair and group work and support teachers by their behaviour and engagement with the lesson. Behaviour will be marked by respect for students and teachers as well as for the intrinsic value and love of learning.

***Felstedians should comply with the rules and regulations of the school.***

Students should aim to motivate themselves, taking responsibility for their own learning, identifying short term goals and longer-term ambitions and considering where individual subjects and lessons fit into their own “big picture”. They should also seek external recognition for their achievements. By doing this they will understand the role of rules and regulations to support the success of the whole community.

***Felstedians must do everything they can to help others and nothing which hurts or offends them.***

Certain behaviour will cause obstacles to teachers’ teaching and students’ learning. For these reasons all students are expected to avoid:

- drifting off task either through inattentiveness or talking
- failing to complete prep or coursework on time or to the best of their ability
- being rude to staff or students or belittling their successes or difficulties.
- disrupting the learning of others.

## 4. REWARDS (SENIOR)

Felstedians should aim to motivate themselves, take pride in their work and enjoy their achievements. The school community aims to recognise the full range of student achievement inside and outside the classroom in order to value individual and team achievement and grow the self-esteem of members of the Felsted community. Achievement should be celebrated both privately and publicly and there should be a variety and scale of rewards. Although it is impossible to capture all possible rewards or reasons for which they are given, the following guidelines are provided to ensure consistency and frequency in recognising achievement.

### 4.1 Classroom Teacher

*Teachers should aim to recognise and reward the following:*

- Outstanding engagement in a lesson or consistently very good engagement in a number of lessons.
- An outstanding piece of prep or a number of good preps.
- Work in class or for prep which displays exceptional commitment.
- Exceeding target grades in extended pieces of work.

The following rewards could be employed:

- A Plus Point, Merit or Commendation (entered onto iSAMS).
- Oral or written recognition (a positive comment or smile). This is often under-rated as a motivational tool.
- Referral to tutor, HoD/HM.

### 4.2 HoDs/Tutors

***For more consistent very good effort, achievement or contribution to lessons or others or a specific outstanding achievement, Tutors and/or HoDs could employ the following rewards:***

- A post card home
- A subject-specific or tutor celebration event (at the discretion of the HoD/tutor).

### 4.3 HMs

***HMs, through their analysis of gradings data, reward high or improving effort grades or achievement of target grades. They also reward students who make a greater contribution towards the House Competition. HMs could employ the following rewards:***

- Academic Tie or lapel badge
- Publish names of the top 10 students contributing to the House Competition.
- House-specific rewards and celebration events.
- Amazon Vouchers

### 4.4 Head's Rewards

***The Head will recognise the outstanding achievements of members of the school community. Felsted aims to reward three quarters of its students in this way each year. The following rewards will be used:***

- Lists (End of Term Whole School Assembly - Term Review and Prize Giving)
- Head's Commendation (for an outstanding extended piece of work).
- Letter home
- Awarding of House Cups (for commendations and for effort gradings)
- Celebration events (such as invitation to the Scholars' dinners)
- Speech Day Prizes

#### 4.5 Head's Celebration

Every year the Head or Senior Deputy Head will host dinners in the CRDR to reward those who have contributed/progressed/achieved academically. HMs, HoDs and Tutors are invited to nominate pupils whom they believe merit inclusion. Nominations will include a brief summary of the reasons why the student should receive an invitation. The Senior Deputy Head and Deputy Head (Academic) will select the students to be invited.

#### 4.6 House Competition

By working well in class students will gain points as follows:

Plus Point	1 point
Prefects' Point	1 point
Merit	2 points
Department Commendation	4 points
Postcard	4 points
Head's Commendation	8 points
Head's/Academic Dinner	12 points

At the end of each term a cup will be awarded to the House with the most points per pupil. In addition, a further trophy (the Professor Hunter Trophy) will be awarded to the House with the best average effort gradings for the term. Also, the leading individuals will be recognised in Lists by Year Group, and in House as well, and the top performer in the school will receive a cup.

#### 4.7 Rewards overview

<b>Classroom teachers</b>	
<ul style="list-style-type: none"> <li>• Plus Point (entered onto iSAMS)</li> <li>• Merit (entered onto iSAMS)</li> <li>• Commendation (entered onto iSAMS)</li> <li>• Oral or written recognition</li> <li>• Referral to tutor, HoD/HM.</li> </ul>	
<b>HoDs/Tutors</b>	<b>HMs</b>
<ul style="list-style-type: none"> <li>• A Postcard home</li> <li>• Department Commendation</li> <li>• A subject-specific or tutor celebration event (at the discretion of the HoD/tutor).</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Tie/Lapel badge</li> <li>• Publish names of the top 10 students contributing to the House Competition.</li> <li>• House-specific rewards and celebration events.</li> <li>• Amazon Vouchers</li> </ul>
<b>Head</b>	
<ul style="list-style-type: none"> <li>• Lists (End of Term Prize Giving)</li> <li>• Head's Commendation (for an outstanding extended piece of work).</li> <li>• Letter home</li> <li>• Awarding of the House Cups</li> <li>• Celebration events</li> <li>• Speech Day Prizes</li> </ul>	

## 5. SANCTIONS (SENIOR)

### 5.1 Principles which underpin the application of sanctions at Felsted:

- i) We are aiming to develop values and character and to change behaviour rather than merely setting in train a sequence of punishments which achieve little. We are seeking to encourage good behaviour and a positive work ethic.
- ii) We seek to highlight positive behaviour through reward, and use this as a motivational tool to improve behaviour. It is recognised, however, that in order to maintain the strong sense of community between staff, pupils and the wider Felsted community, there will be times when this alone is not sufficient or appropriate and proportionate sanctions need to be applied.
- iii) The school recognises that sanctions are seldom sufficient on their own; they are usually only effective when complemented by support of the individual pupil. To this end, staff are always expected to explain to a pupil the reason for a sanction being given.
- iv) Most offences can be dealt with at the time, in person, without recourse to specific disciplinary sanctions. If an issue is encountered that can be dealt with in this manner, there is no need for the incident to be recorded or reported (unless the member of staff or prefect has a specific concern about the individual).
- v) Sharing of information is critical to effecting change as regards behaviour: the HM and Tutor must be informed if a pupil's behaviour is unsatisfactory.
- vi) Sanctions should be as immediate as possible and also be set and supervised by the teacher who has imposed them, with support as necessary within Departments (organised by the HoD) or within the House (organised by the HM). Central Sanctions are a support when pupils *persistently* refuse to do what is reasonable and are obstinately disobedient, rather than as a first step.
- vii) Sanctions, whether private or centrally organised, take priority over other school activities. Teachers must, however, be sensitive to the disruption of group activities, particularly at short notice, and therefore must consult the pupil's HM if in doubt.

### 5.2 15 Minute Reflection Session (*previously known as 'Private Detention'*)

15 Minute Reflection Sessions can be imposed for both behavioural and academic problems, with the proviso that pupils will not be punished simply for struggling academically or poor organisation (e.g. where they have a Special Educational Need). In the first instance of unsatisfactory academic endeavour or behaviour, teachers should impose 15 Minute Reflection Sessions with the support, as necessary, of a HoD, HM or Tutor. The slot chosen will be no more than 15 minutes, as deemed appropriate and proportionate. Records of sanctions imposed must be logged on iSAMS.

### 5.3 Routine Sanctions

When it is felt appropriate to punish a pupil for an abuse of the School Rules the appropriate punishment may be selected from the following list:

#### 1. Verbal Reprimand

#### 2. School Prefects' Community Task

This involves community work such as picking-up litter, stacking chairs etc. This should be given, in consultation with the Deputy Head, if a pupil fails to follow an instruction or indeed argues with the Prefect, rather than as the first resort.

#### 3. Early Morning Reporting (not before 7.00 am) to the HM/AHM

#### 4. Deputy Head's Detention (DHD):

This sanction is given for culpable absence from a timetabled school commitment (e.g. lessons, Chapel, activities) and more serious *repeated* infractions (such as persistent minor misdemeanours, foul language, poor behaviour in class or elsewhere). The Deputy Head may

contact parents (and the HM and Tutor will be informed via email and/or iSAMS). If a member of staff is unsure about the appropriateness of a DHD they should first discuss the issue with the Deputy Head who will advise them on how to proceed.

Pupils will be required by the Deputy Head to write about the nature of their offence and explain why and how it will not be repeated. They will also be required to write (or type, dependent on exam access arrangements) an essay or carry out a community task.

5.4 House Sanctions

Senior pupils who are appointed as a House Prefects may, from time to time, apply sanctions. The purpose of these are so that the offender can learn from his or her mistakes. **All sanctions and punishments given by Prefects are given, on every occasion, in consultation with the HM and must be recorded in the House Punishment Log within 24 hours.** Wherever possible, a punishment must be completed within 24 hours. Written punishments on A4, runs, the writing of lines on Green and changing dress are not acceptable punishments.

The following list of punishments, which must fit the offence, may be administered:

1. TV Restrictions
2. Extra Duties (defined)
3. Early Bed
4. Lock- Up Restrictions
5. House Gating (loss of visiting / social time/ access to village)

5.5 Level of Sanctions for Regular Use

The table below summarises the levels of sanctions that can be applied. Incidents will be dealt with at a level proportionate to their seriousness but there should be clear evidence of a sequence of events leading up to the more serious levels of sanction:

Academic	General	House
<b>Verbal reprimand</b>		
<b>Reflection Session Level 1</b> <i>(previously known as Private detention)</i>	<b>School Prefects' Community Task).</b>	<b>Low Level House Sanction</b> (e.g. cleaning, tidying, no visiting, early morning report)
<b>Reflection Session Level 2</b> (previously known as Departmental detention)		
<b>Academic Office Detention</b>		<b>House Gating</b>
<b>Deputy Head's Detention (DHD)</b>		

## 5.6 Level of Sanctions for Serious Offences

The table below summarises the levels of sanctions that can be applied. Incidents will be dealt with at a level proportionate to their seriousness, but there should be clear evidence of a sequence of events leading up to the more serious levels of sanction.

	<b>Academic</b>	<b>Pastoral</b>
<b>Level one</b>	DHD + communication to parents	DHD + communication to parents
<b>Level two</b>	Deputy Head's Gating + communication to parents	
<b>Level three</b>	Head's Gating + communication to parents	
<b>Level four</b>	Temporary exclusion, followed by Head's Gating + communication to parents	
<b>Level five</b>	Permanent exclusion	

## 5.7 Protected characteristics

Offences involving protected characteristics are likely to result in higher level sanctions and will be recorded under that heading in the Headmaster's Office.

## 6. REWARDS (PREP AND PRE-PREP)

### 6.1 Pre-Prep-Stewart House (YR-2)

Pupils' learning attitudes and behaviour are recognized, along with academic achievements, through stickers, badges and certificates in an age-appropriate way.

### 6.2 Prep

Promoting positive behaviour is a vital factor in recognising pupil achievement and building confidence. The ratio of 5:1 for positive:constructive is essential for enabling children to build their skills in this area.

Title of Reward	Reason for Award
Plus Point Starting at Year 3  Points will be awarded in age appropriate ways	Good approach to learning. Helping somebody/active good behaviour.  Characteristics/values: Integrity, Respectful, Reflective, Resilient, Aspirational, Welcoming, Balanced, Independent, Responsible
Merit	Excellent levels of active engagement, producing a piece of learning that is of a high standard - relative to an individual pupil's starting point.
Felsted Values Awards to recognise learning and personal characteristics	Exemplary standard, for a substantial piece of learning/skills/end product across any area of school life - Fun, Welcoming, Inspirational, Respect and Adventurous  Known as 'Gold Award' in Stewart House
Head's Commendation	For a significant contribution to school life that goes above and beyond. Examples: <ul style="list-style-type: none"> <li>● Over and Above support for a school event</li> <li>● Outstanding contribution to the community</li> <li>● Over and Above participation levels (over time)</li> <li>● Outstanding public speaking (Over and Above)</li> <li>● Demonstrating values when it is hard to do so</li> </ul>

### Boarding

- Merits: Boarders are given MERITS for following routines, reading quietly, showing respect towards each other and the House and keeping dorms areas tidy. The merit system is designed to encourage our boarders to follow routines and settle quickly at night. Positive behaviour is rewarded with a merit and these are then added to each child's merit table.

### 6.3 Recognition and Rewards

There are many other areas where pupil achievement and effort is recognised and rewarded. Below are a few examples:

- Sporting half and full colours: These are awarded for their contribution to the different sports in school.
- MSAs, and Scholarships: These are awarded for potential and their talent in a particular discipline
- Speech day prizes are awarded at the end of the year on Speech day
- Awards are also given out in end of term assemblies

## 7. SANCTIONS (PREP AND PRE-PREP)

### 7.1 Pre-Prep (Stewart House):

There may be times when a child behaves in an undesirable way. Children are given an opportunity to recognise that their behaviour is not desirable and to correct this before a consequence is given. This is done with a verbal warning '1, 2 or 3'. 3 results in time out to think and reflect on what has gone wrong and how to put it right. Pre-prep pupils are supported to recognise the choices they can make and the consequence of their actions. Parents are informed and included in supporting their child's development.

If required, parents will meet with the class teacher and/or the Head of Stewart House to discuss a required intervention or plan. If necessary, this may escalate to involve the Prep Deputy then Prep Head of School.

### 7.2 Prep School:

We know that, from time to time, pupils find aspects of school life challenging. Persistent lateness for example, could be an indication that a pupil is struggling to manage their time effectively. We believe that early intervention and open communication with our pupils and parents is the key to providing the opportunity to talk and share worries, as and when they arise. The following chart demonstrates our commitment to enabling our children to feel fully supported.

#### Conduct, Consequences and Remedies

Title of Conduct Consequence	Examples, Actions and Remedies
<p>Minus Point from Year 3 onwards</p> <p>Repetitive signs of the following will be recorded: Missed Deadline Change in quality of approach to learning/quality of work/attitude Low Level Class Disruption Uniform infringement</p>	<p>Examples include low level concerns that have broken the principles of being 'ready and respectful.'</p> <p>Monitor for the number of times. 3 or more repetitions over approximately 2 weeks would lead to an escalation of both support and parental contact.</p>
<p>Reflection Level 1 This will include a reflective discussion that will aim to plan for actions that will help find a solution. To be supervised and supported by classroom teachers at break/lunch.</p>	<p>A result of repetition of the previous examples - details of how to achieve a positive outcome communicated with HM/HoP and Parents</p>
<p>Reflection Level 2 Supervised and supported by HoD/HoP at lunch where a reflective discussion takes place and an action plan formulated.</p>	<p>Escalated from 15 minute reflection with the teacher if the desired outcome has not been reached - similar process but the action plan must be reviewed.</p>
<p>Deputy Head's Reflection</p> <p>Note: This would be recorded as a 'detention' with the iSAMs App.</p>	<p>In response to a serious breach of the school charter for behaviour. Communication with parents and pupil to help to identify areas of further support needed.</p>

### Temporary Exclusion

The Head of the Prep School may feel it necessary to suspend a pupil from the School for a number of days following a major breach of discipline or an accumulation of disciplinary offences. In such cases it is usual for parents to discuss the situation with the Head, either at the beginning or the end of the period of suspension. Exclusions may also be internal where a pupil spends the day isolated from their peers. Whether the exclusion is internal or external depends on the circumstances and the severity of the offence.

### Protected characteristics:

Offences involving protected characteristics are likely to result in higher level sanctions and will be recorded under that heading in the Head's Office.

# APPENDIX 1: SERIOUS OFFENCES

## 1. ALCOHOL

The possession or consumption of alcoholic drinks (apart from at the Sixth Form Club or at social events organised by the school) is strictly forbidden.

These guidelines show the level at which pupils can expect to be dealt with for possession or consumption of alcoholic drinks:

### LEVEL 2

Having a small quantity of alcohol, but not spirits, and not providing the alcohol, or bringing it into school, or encouraging others to partake.

### LEVEL 3

Second offence as outlined above.

Bringing in drink (but not spirits), or providing drink to others.

Consumption of a more substantial quantity (but not spirits)

### LEVEL 4

Third offence at level 2, or second offence at level 3.

Bringing in and consumption of spirits.

Serious inebriation on alcohol.

### LEVEL 5

Fourth offence at level 2, 3<sup>rd</sup> offence at level 3, 2<sup>nd</sup> offence at level 4.

Regular selling of alcohol to minors.

In all cases a letter will be sent home to parents informing them of what has happened and the consequences of further infringements. A pupil who is guilty of drinking in school will not be allowed to attend socials or go on school outings, without the permission of the Headmaster.

Where there are mitigating circumstances, the Head might reduce the sanction by one level, and each case will be considered on its merits. After a period of 12 months, the punishment level will be reduced by one (e.g. if a pupil is punished at level 3, and commits no further offence in the next 12 months, a further infringement would be measured against a level 2 offence).

## 2. SMOKING

The possession or use of smoking materials (or equivalent, including vaping materials) is strictly forbidden. Through the anti-smoking policy, the school aims to maintain a culture where it is both unusual and unacceptable to smoke. The school helps pupils say 'no' to smoking by encouraging all pupils at various stages in their education to consider their health, their interests, peer pressure and the value of assertiveness. It provides individual support and guidance for all. Information and attitudes are assessed through the Year 9 and Year 10 PSHE programme and the GCSE Biology and PE syllabuses. Help and advice are offered at the Medical Centre for those who wish to give up. Outside help lines can also be used. Anti-smoking literature is available in Houses and the Medical Centre. Moreover, pupils present while other pupils are smoking, or smelling of smoke, are equally culpable.

These guidelines show the level at which pupils can expect to be dealt with for involvement with cigarettes, smoking or vaping materials:

## LEVEL 2

First offence

At this level, it is strongly advised that pupils should attend the medical centre for help in quitting

## LEVEL 3

Second offence

At this level, it is compulsory to attend the medical centre for help in quitting

## LEVEL 4

Third offence

## LEVEL 5

Fourth offence

This system operates over a 12-month period, at the end of which the slate is wiped clean and Level 1 will be the first sanction. If pupils are found smoking in a building, or selling cigarettes on to other pupils, they must expect a Level 4 punishment.

### **3. BULLYING (including cyber-bullying)**

This depends entirely on degree, but suspension (LEVEL 4) or even expulsion (LEVEL 5) is possible for a first offence. A serious assault or cyber-bullying incident may result in expulsion for a first offence. It is possible that, in less serious cases, lower levels will be used, or even that action will be taken in house, if that is deemed to be the best solution. Parents of both parties will normally be informed.

### **4. SERIOUS THEFT**

1<sup>st</sup> offence- suspension: return likely to be conditional on educational psychologist's report (LEVEL FOUR)

2<sup>nd</sup> offence – expulsion (LEVEL FIVE)

### **5. DRUG OFFENCES**

With the use of drugs increasing among young people, the school has an ever more important duty of care in this area. By using a urine test there is greater likelihood of detecting the abuse of drugs. A test will only be used when there is reasonable cause; that is when there is concern over changes of mood or academic output or concern over lifestyle, sleep habits etc. The decision to conduct a drugs test would be taken after consultation between the pupil's HM, the School Doctor and the Head.

Felsted School's Sanctions Policy on drugs is as follows:

- any pupil selling or distributing drugs or otherwise actively encouraging their possession or consumption by others will in all cases be expelled (LEVEL 5).
- anyone caught possessing or consuming illegal drugs while under the school's jurisdiction in term time must expect to be expelled. In some cases, there may be mitigating circumstances; if so, they will be carefully considered (LEVEL FIVE, or LEVEL FOUR in mitigating circumstances).
- The Head may inform the police of the possession, consumption or supplying of an illegal drug, since it constitutes a criminal offence. If the only firm evidence that a pupil has been

involved with illegal drugs is a positive urine test, he or she may be allowed to stay in the school (following a period of suspension) provided that he or she:

- i) gives a written assurance to the Headmaster and to his/her parents, that he/she will not become involved with illegal drugs again,
- ii) consents in writing to undergo urine tests at various times during his/her remaining school career and agrees to be involved in a drugs education programme under the supervision of the school doctor.

The same undertakings will also be required of any pupil who may be allowed back after a first offence (see b above) because of mitigating circumstances. Any subsequent offence, including a positive test result, will in every case lead to expulsion.

Alongside the sanctions policy is a constructive educational programme of lectures and discussions on illegal drugs as well as other important health issues such as alcohol, tobacco, diet and exercise.

## 6. SEXUAL INTERCOURSE

Pupils having sexual intercourse can expect to be expelled (LEVEL FIVE)

### Explanation of Terminology

School Prefects' Community Task		given for lateness, uniform infractions, untidy appearance etc. This involves community work such as picking-up litter, stacking chairs etc.
Deputy Head's Detention	DHD	Pupils will normally sit and work in the LRH. This sanction is given for more serious infractions, such as persistent minor misdemeanours, foul language, poor behaviour in class or elsewhere. The Senior Deputy Head may contact parents and the HM and Tutor will be informed. This should only be given in consultation with the Senior Deputy Head.
Deputy Head's Gating	-	Pupils will be required to complete a report card throughout the day and evening, and must report to the Deputy Head's office at specified times. They can expect to work in the LRH during their spare time.
Head's Gating	-	Pupils will be required to complete a report card for all lessons, and report to the Head every day. In spare time, they will be required to work, either in the Head's office, the Deputy Head's Office, the LRH or the Library.

## APPENDIX 2: SCHOOL RULES (SENIOR)

The following School Rules are not intended to be exhaustive and they do not include regulations which Housemasters and Housemistresses (HMs) may issue to their Houses, nor those which others, such as the Librarian or Warden of the Bury, may issue. **Ignorance of School Rules will not be accepted as an excuse for breaking them.**

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 your activities.

### ABSENCE

- As a matter of good manners, pupils who know they will be missing a lesson, sports session or activity, for whatever reason, (having a music lesson etc.) must obtain permission from their teacher at least 24 hours in advance either by personal approach or by e-mail.
- To miss a lesson owing to sporting commitments you must take a permission slip to be signed by your teacher.
- Pupils who need to be absent from school must get their parents to write to their HM asking permission. It is expected that pupils will keep to the term dates and pupils who live abroad should organise their travel arrangements sufficiently early to ensure that early departure or late return is not necessary.
- Pupils who are ill at home must inform the school by contacting their HM, or the School Office (01371 822600) or Common Room Secretary (01371 822690).
- Pupils must not leave the school grounds either before breakfast or after supper except with their HM's permission. Pupils must be accompanied by at least one other pupil when out after dark.
- Pupils may go out with their parents or accept other invitations only with the permission of their HM.
- Boarders may only be invited to the homes of day pupils or boarders who are at home after 4pm on Saturday and on Sunday, school commitments permitting.
- Pupils may not leave the House after lock-up and before the rising bell.
- Pupils who miss lessons through illness in the morning may not play sport in the afternoon.

### BOUNDS

Pupils must stay within the confines of Felsted village unless they have specific permission from their HM to do otherwise and have signed out, with the exception of organised school fixtures or school visits. The 'confines of Felsted village' means that pupils should not go beyond Linsell's, the Boote House, beyond Garnett's House, or Garnett's Lane, nor onto or beyond the Stebbing Road, from Prysties. *The pupil boundary is visible on the school map.*

#### Areas specifically out of bounds:

- the village (including all shops) before 1.40pm on Monday to Friday and before 1.00pm on Saturday (although pupils may go to the village at break on Saturdays, in school uniform) (Upper Sixth may visit at break and after lunch, but not in lesson times). Linsells remains available up to 6.50pm for all year groups.
- area between Thorne House and Prysties hedge
- all building sites, Works Department buildings etc.
- swimming pools, except at official bathing times
- all licensed premises
- the Memorial Hall car park, playground, the back of the United Reform Church and Preparatory School fields
- the village allotments
- all ponds, streams and rivers
- Flitch Green

After lock up (evening roll call, normally at 7.15pm), pupils who leave their house must sign out to a particular destination or activity, and have permission to leave their house.

Pupils may not visit restaurants without adult supervision unless permission has been granted by their HM.

#### **Takeaways:**

- No pupils may have takeaways on Mondays, Tuesdays and Wednesdays (these restrictions apply for the whole day);
- Year 11 may have takeaways on Thursdays after prep;
- Sixth Formers may have takeaways on Fridays after prep;

#### **School Prefects:**

- There is no restriction on takeaways at the weekend for School Prefects.
- School Prefects may go to The Swan, or the Razza for a meal on Thursday evenings.

Only Sixth Formers may visit Chelmsford with permission at weekends.

For anyone who has access to their home in Felsted village (including children of members of staff), the distinction between school and home must be clear. When at school, and throughout the school day (which could include evenings and overnight in the case of boarders), pupils are not permitted to go back to their home, unless they have permission to do so from their HM, and must not take other pupils back with them, unless a prior arrangement has been agreed with their HM, and the HM of any other pupil.

#### **CHAPEL**

- All Boarders are expected to attend Sunday services.
- When there is a Sunday morning service, all Boarders are expected to remain at school on Saturday night. They may go out after Chapel.
- If there is no Sunday service, Boarders may go home once they have fulfilled their Saturday afternoon sports' commitments. Pupils must return by 9.00pm on Sunday evening or on Monday morning by 8.00am.

#### **FOOD**

- Pupils are expected to attend all meals in the LRH when in school, except when meals are served in house.
- No crockery, cutlery etc., may be taken from the Lord Riche Hall.
- Food should not be taken out of the Dining Room.
- Gum may not be chewed at school, even when not in uniform.
- Drinks and sweets bought from vending machines must be consumed in the room in which they are dispensed or taken back to House.
- Pupils should not eat while walking around the site.

#### **PERSONAL POSSESSIONS**

- All electrical appliances brought from home must be checked for safety.
- Music may be played in Houses as long as the noise does not disturb others.
- Computer games are not to be played in Prep or in PSPs.
- Selling by pupils of articles of value exceeding £5 is forbidden, except with the permission of the HM.
- Pupils must not borrow items belonging to members of other year groups at any time.
- Pupils within a year group must ask the permission of the owner before property is borrowed. Borrowing without permission is theft and will be dealt with as such.

#### **MOBILE PHONES**

- Mobile phones must be registered with HMs.
- Mobile phones must be turned off in lessons, Chapel, performances, assemblies, after lights out in Boarding Houses etc. Pupils must expect to have their mobile phone confiscated if they use them in lessons etc.

- Years 9 and 10 only have access to their phones for short periods of time:
  - before the start of the school day at 8:15am
  - after the end of the school day at 5:45pm until the beginning of prep
  - their phones may also be used, with permission, after prep but must be handed in again before bedtime
- For a first offence, mobile phones will be confiscated for the remainder of the school day.
- Repeat offenders can expect to have their phones confiscated for an extended period of up to one week, or in extreme cases, may not be permitted to keep a mobile phone in school.
- Social media infringements usually attract a ban from having a phone in school (e.g. for a fortnight)

## **GAMES**

- Pupils do not normally wear games kit for lessons. They must change before and after PE lessons. If pupils need to travel to an away match and there is no time to change prior to departure, then pupils may wear games kit in lessons only if the express permission of the Deputy Head has been given to the CR Member in charge of that team in advance.
- No ball games or practices may be played within 10 metres of a school building.
- No games are compulsory on Sundays.
- No member of the 1st, 2nd and U16A teams in rugby, hockey, netball, tennis and cricket may play for the school at another sport in the same term without first obtaining the Deputy Head's permission.
- Studded boots may be worn on grass only; non-studded footwear must be worn to and from pitches.
- Pupils must wear school games kit for games, not house tops.
- No football or rugby to be played on the Front.
- Pupils seeking permission to be absent from fixtures must apply to the Director of Sport at least 2 weeks prior to the game.
- Every pupil selected to represent Felsted in a fixture is expected to do so, and to perform to the very best of their ability in that fixture.

## **GAMBLING**

No pupil is allowed to take part in any gambling for money while at Felsted. This includes the use of internet sites, or personal bets.

## **VEHICLES**

- No pupil is allowed to have a car at Felsted (except in exceptional circumstances, with the agreement of the Deputy Head).
- No pupil may drive a motor vehicle, such as a car, motorbike or moped, in Felsted unless they are accompanied by one of their parents or a driving instructor.
- No pupil may travel in a motor vehicle driven by anyone under 25 (apart from a brother or sister or member of Common Room) unless permission in writing has first been sent to the HM by the parents of both the driver and the passengers.
- Bicycles may be ridden to and from school only with a helmet and suitable fluorescent clothing. Permission must be given by the Deputy Head. Bicycles are not to be ridden in the School grounds during the day.
- U6 car usage is only allowed at the Deputy Head's discretion.
- Pupils having driving lessons must arrange this outside of their school commitments, and must have permission from their HM in advance.

## **CO-EDUCATION**

- Pupils are not allowed to lock themselves in their rooms.
- There should be no overt displays of affection in public.
- Sixth Formers should not be in a relationship with pupils in Years 9 or 10.

## **GENERAL**

- No pupil may cut another pupil's hair.
- A pupil is assumed to be culpable if found in the company of smokers.
- If a pupil's work includes any components taken from the Internet or other external sources, they must be acknowledged. Copying of coursework may lead to disqualification from public examinations.
- Sunbathing is not permitted on the Front or during lesson times, and pupils should be respectably dressed at all times when in public view
- Cycle helmets must be worn whenever a bicycle is ridden.
- All electronic items brought into school should be declared so that they can be PAT tested. This will happen as part of the routine of the school year, but if an item is brought in after this happens, the pupil should take the item to the Works department for testing.

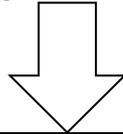
### **The following items are not allowed at Felsted School and are banned items for which a search can be conducted:**

- illegal drugs
- fireworks
- smoking materials, including e-cigarettes and shisha pens
- alcoholic drinks
- firearms and dangerous weapons such as knives or pellet firing guns
- spray deodorants (these can set off fire alarms)
- pets and animals
- laser pens
- water pistols
- Red Bull and other stimulant drinks/pills
- high protein/Creatin and muscle enhancing drinks/pills (unless with the knowledge and approval of the Director of Sport and the relevant HM) – see latest policy document for further details.

**APPENDIX 3:  
PREFECTS' ROLE IN PROMOTING GOOD BEHAVIOUR (SENIOR)**

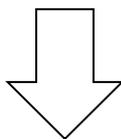
Prefects' role is to encourage good behaviour and promote ethos of the school

*Good behaviour, helpfulness from pupil: Prefect notices and acknowledges pupil with personal comment to pupil*

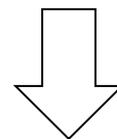


Good behaviour encouraged – pupils show initiative or are often helpful

*Prefect e-mails HM asking for 'prefect points' to be awarded*

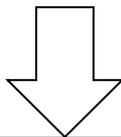


Pupil behaves exceptionally well

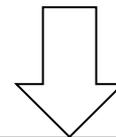


Pupil achieves something exceptional

*Recommend as pupil of the week. Photo shown on prefects board by LRH*



Incentive to continue behaving well!



Recognition of achievement

- Prefects' round up in Assembly, noting special achievements
- Recommendations for Prefects' board from Heads of House, HMs etc.
- Prefects' spot in e-newsletter to raise profile and advertise best achievements
- 'Prefect points' to count towards awards at end of term

## APPENDIX 4: ACADEMIC SANCTIONS (SENIOR)

Responsible	Possible issue	Sanction	Support
Head Deputy Head HM/tutor	<ul style="list-style-type: none"> <li>Poor progress or behaviour as revealed by reports or discussion with staff or parents will result in the pupil being placed on report. <i>The member of staff managing the report will depend on the severity of the problem</i></li> </ul>	Report	Head Deputy Head HM/tutor
Deputy Head	<ul style="list-style-type: none"> <li><i>culpable</i> absence from a timetabled school commitment (e.g. lessons, Chapel, activities)</li> <li>more serious <i>repeated</i> infractions (such as persistent minor misdemeanours, foul language, poor behaviour in class or elsewhere)</li> </ul>	DHD	HM/Tutor
	<ul style="list-style-type: none"> <li>Missing prep or coursework in multiple subjects or persistently in one subject.</li> <li>Major disruption to learning.</li> <li>Major under-achievement (Ys11-13)</li> </ul>	Academic Detention or Gating (SPSPs for U6)	
HoD	Persistent: <ul style="list-style-type: none"> <li>lateness</li> <li>lack of prep</li> <li>minor disruption</li> <li>Rudeness/poor attitude.</li> <li>Poor behaviour.</li> <li>Missing or late coursework</li> </ul>	30-minute Reflection Session <i>(previously known as Department detention)</i>	HM Tutor
	<ul style="list-style-type: none"> <li>Under-achievement owing to lack of effort.</li> </ul>	Compulsory catch-up sessions	
Classroom teacher	<ul style="list-style-type: none"> <li>Disruptive behaviour</li> <li>First instance of rudeness</li> <li>Poor attitude</li> <li>Missing prep</li> <li>Other more minor incidents</li> </ul>	15 Minute Reflection Session <i>(previously known as Private detention)</i>	Tutor
	<ul style="list-style-type: none"> <li>Incomplete or poor work</li> </ul>	Re-write	

## **APPENDIX 5: CODE OF CONDUCT**

### ***We acknowledge that:***

- We all have rights and that with such rights come responsibilities to ourselves, to others and to the school.
- Every individual at Felsted should be part of a community in which we treat others as we would wish to be treated.
- Every student should recognise that self-discipline is the highest form of discipline, together with self-respect and the basic virtues of honesty, fairness and good manners.

### ***We will:***

- Dress smartly and appropriately at all times.
- Abide by the school rules at all times.
- Follow appropriate school policies at all times.
- Treat other people, their ideas and their belongings with respect at all times in our language and behaviour.
- Show excellent manners, courtesy and respect to all members of the school, visitors and village residents at all times.
- Value and care for our environment.

### ***We will NOT:***

- Shout or swear.
- Chew gum; spit; drop litter; eat in lessons, around the site or in the village.
- Smoke.
- Be intoxicated.
- Use prohibited drugs.
- Bully or harm another individual in any way.
- Use mobile phones at any time in lessons or around the school, except when allowed to in House or when expressly authorised to do so in pursuit of learning in lessons.

## APPENDIX 6: CLASSROOM CODE OF CONDUCT

*Felstedians should make their skills and abilities available for the good of the whole community*

**We acknowledge that:**

- We should support our peers by contributing fully to pair and group work and support teachers by behaving and engaging in lessons.
- Our behaviour will be marked by respect for students and teachers as well as for learning itself.

*Felstedians should aim to fulfil their academic potential, take pride in their work, be inquisitive and able to work independently beyond the syllabus.*

We recognise that we can reach and exceed potential by taking responsibility for our learning and by:

- Engaging positively in lessons, through active listening and contributing to the lessons by answering questions in class and in writing;
- completing tasks in time and identifying what has been learned successfully and areas we find more difficult;
- being aware of realistic target grades and specific steps needed to reach this grade during individual lessons and over a longer time span;
- presenting work neatly and skilfully so that the learning is communicated as successfully as possible;
- developing learning skills as well as understanding content, for example by reflecting on how learning takes place and looking for opportunities to give reasons and draw conclusions. We will seek to understand how and why we are learning specific subjects and topics;
- asking questions to help us to understand where we are unsure and to ask intelligent questions to extend our learning.

*Felstedians should comply with the rules and regulations of the school.*

**We will:**

- motivate ourselves by taking responsibility for our own learning.
- identify short term goals and longer-term ambitions and where individual subjects and lessons fit into the “big picture”.
- try to gain school rewards and recognition for our achievements.
- understand the role of rules and regulations to support the success of the whole community.

*Felstedians must do everything they can to help others and nothing which hurts or offends them.*

**We will not:**

- Stop teachers from teaching and students learning.
- Drift off task either through inattentiveness or talking.
- Fail to complete prep or coursework on time or to the best of our ability.
- Be rude to staff or students or belittle their successes or difficulties.
- Disrupt the learning by shouting out or immature behaviour.

## **APPENDIX 7: SPORTS CODE OF CONDUCT FOR PUPILS**

### **In training, players will:**

- Arrive at the correct time for each game's session
- Inform your coach in advance if you are going to be late or have to leave before the end of a session
- Provide an off-ex chit in person to the coach at the beginning of the session and not expect word of mouth to suffice
- Arrive with and wear the appropriate kit for training and matches
- Pay attention and participate fully in all activities

### **In matches, players will:**

- Be aware they are representing Felsted at all times on the way to, from and at the fixture
- Keep up to date with schedules and fixtures by consulting your coach, the calendar and team sheets
- Arrive with and wear the appropriate kit for the match; dress smartly at all times
- Respect their opponents and teammates at all times
- Respect the referee and other officials and their decisions at all times
- Always play fairly within the laws or rules of the game
- Congratulate the opposition, both individually and as a team, whether winning or losing
- Be polite and respectful on the coach, while attending match teas and at all other times
- Behave in a manner which brings credit to Felsted at all times

### **In matches, players will not**

- Engage in foul play or poor gamesmanship at any time
- Swear or use poor language
- Argue with the referee's decision or show dissent at any time
- Behave violently or disruptively at any time

## **APPENDIX 8: SPORTS CODE OF CONDUCT FOR PARENTS AND GUARDIANS**

### **Parents and Guardians are requested to:**

- Behave at all times in a manner which brings credit to Felsted, and to ensure players do likewise
- Set a good example, recognising fair play and applauding good performance of all, and to remember young people learn much by example
- Use correct and decent language at all times
- Always support the school in their efforts to eradicate loud, coarse and abusive behaviour from the game
- Provide positive verbal feedback during the game, to both sides
- Encourage players to learn the laws or rules and play within them
- Discourage unfair play and encourage a respect for officials, accepting that the official's decision is final
- Support the players' involvement, and help them to enjoy the game
- Encourage players to stay for team teas and entertain the opposition where appropriate

### **Parents and Guardians are requested not to:**

- Ask questions, just before, during or just after a match (although they may ask questions at other times)
- Get involved in decision-making and team selection
- Be unrealistic about the players' abilities; not to push them towards a level they are not yet capable of achieving
- Never to punish or belittle a player of either side for losing or making mistakes

## **APPENDIX 9: SPORTS CODE OF CONDUCT FOR COACHES AND OFFICIALS**

### **In training and at matches, Coaches will:**

- Arrive on good time to ensure they are ready to carry out the session
- Display consistently high standards of behaviour and appearance
- Prepare appropriately and adequately for the activities they run
- Ensure all activities are appropriate to the age, experience and ability of participants
- Attain the appropriate qualification for the activities where possible or when required
- Promote a disciplined sporting attitude showing due respect within their activities
- Promote the positive aspects of sport and fair play
- Develop an appropriate working relationship with their players based on mutual respect and trust
- Be supportive of all school Policies
- Follow all guidelines laid down by the sport's governing body
- Never condone rule violations or violent play or behaviour

### **In matches, Coaches will:**

- Behave in a manner which brings credit to Felsted at all times, and to ensure that players and parents/guardians do likewise
- Set and promote politely the high expectations of players' and parents/guardians' behaviour, sportsmanship and respect for the referee and opposition, as outlined in their Codes of Conduct, at all times
- Be open to discussion and resolution of problems or concerns of any player or parent at an appropriate time
- Promote the wellbeing and safety of participants before the development of performance
- Never coach inappropriately from the sidelines during play
- Never exert undue influence over players for benefit or reward



Felsted

# The Felstedian Behaviour Scheme

*Every child has a fresh start every lesson/day.*

