

BEHAVIOUR POLICY

SENIOR SCHOOL

Governors' Committee normally reviewing:	Academic Committee
Date last formally approved by the Governors :	Autumn Term 2017 (<i>Interim Reviews December 2017 & Summer Term 2018</i>)
Date policy became effective :	November 2010

Period of Review:	Annual
Next Review Date :	Autumn Term 2018

Person responsible for implementation and monitoring :	Headmaster Senior Deputy Head HMs and HODs
Other relevant policies :	<ul style="list-style-type: none"> ● Learning and Teaching Policy ● Assessment Policy ● Safeguarding (Child Protection and Staff Behaviour) Policy ● Spiritual, Moral, Social and Cultural Development Policy ● PSHE Policy and Schemes of Work ● Promoting positive behaviour 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

Mr Christopher Townsend
Head, Senior School

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.

BEHAVIOUR 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 recognizes 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 at all times to treat all other members of the community with kindness.

2. 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 skillfully 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.

3. REWARDS

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.

3a. 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 Commendation or 'Smiley Face' (entered onto the MIS).
- Oral or written recognition (a positive comment or smile). This is often under-rated as a motivational tool.
- Effort grade 1 or 2
- Referral to tutor, HoD/HM.

3b. 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 (using the MIS)
- Student of the week (including display board) and certificate sent home
- A subject-specific or tutor celebration event (at the discretion of the HoD/tutor).

3c. 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 for Commendation Points, awarded at the end of each term at Lists

3d. Headmaster's Rewards

The Headmaster 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)
- Headmaster'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)
- School end of year prizes

3e. Headmaster's Celebration

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

3f. House Competition

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

Smiley Face	1 point
Prefects' point	1 point
Commendation	2 points
Post Card	5 points
Student of the Week	5 points
Headmaster's Dinner	5 points
Headmaster's Commendation	5 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.

3g. Rewards overview

Classroom teachers	
<ul style="list-style-type: none"> ● A 'Smiley Face' or commendation (entered onto the MIS). ● Oral or written recognition ● Effort grade 1 or 2 ● Referral to tutor, HoD/HM. 	
HoDs/Tutors	HMs
<ul style="list-style-type: none"> ● A post card home (using the MIS) ● Student of the week (including display board) and certificate sent home 	<ul style="list-style-type: none"> ● Academic Tie/Lapel badge ● Publish names of the top 10 students contributing to the House Competition.

<ul style="list-style-type: none"> • A subject-specific or tutor celebration event (at the discretion of the HoD/tutor). 	<ul style="list-style-type: none"> • House-specific rewards and celebration events. • Amazon Vouchers for Commendation Points.
Headmaster	
<ul style="list-style-type: none"> • Lists (End of Term Prize Giving) • Headmaster's Commendation (for an outstanding extended piece of work). • Letter home • Awarding of the House Cups • Celebration events • School end of year prizes 	

4. SANCTIONS

It is intended that 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).

It is also intended that staff and prefects will seek to highlight positive behaviour through reward, and use this as a motivational tool to improve behaviour, only using sanctions when the situation demands this.

However, in order to maintain the strong sense of community between staff, pupils and the wider Felsted community, it is recognised that there will be times when this alone is not sufficient and appropriate and proportionate sanctions need to be applied. The school recognises that sanctions are seldom sufficient on their own; they are usually only effective when complemented by support of the individual pupil.

4a. Levels of Sanctions: for regular use

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

For more specific guidance, this table should be used in conjunction with the academic and pastoral disciplinary guidelines, and house handbooks.

Academic	General	House
Verbal reprimand	Verbal reprimand	Verbal reprimand
Private detention (or rewrite etc)	SPD (School prefects' detention)	Minor house sanction (cleaning, tidying)
Departmental detention	Report to HM, to be dealt with in house →	HM's punishment (house gating, early rise)
Academic Office Detention		
Deputy Head's Detention (DHD)		
Deputy Head's Gating		

A table in the appendices gives details of various potential problems and how they should be dealt with.

4b. Level of sanctions: Serious Offences

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

More detailed explanations of individual sanctions, and their application in specific instances can be found in the appendix to this document.

	Academic	Pastoral
Level one	DHD + letter from HOD	DHD+ letter from HM
Level two	Deputy Head's Gating + letter from Senior Deputy Head	
Level three	Headmaster's Gating + letter from Headmaster	
Level four	Temporary exclusion, followed by Headmaster's Gating + letter from Headmaster	
Level five	Permanent exclusion	

Mr C J Townsend
Headmaster

Mr G W S Masters
Senior Deputy Head

APPENDIX 1: SERIOUS OFFENCES

1. 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 Headmaster.

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 Headmaster 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.

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

3. Serious Theft: 1st offence- suspension : return likely to be conditional on educational psychologist's report (LEVEL FOUR)
2nd offence – expulsion (LEVEL FIVE)

4. 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, 3rd offence at level 3, 2nd 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 Headmaster 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).

5. Smoking: The possession or use of smoking materials (or equivalent) 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 or smoking materials:

LEVEL 1

First offence

LEVEL 2

Second offence

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

LEVEL 3

Third offence

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

LEVEL 4

Fourth offence

LEVEL 5

Fifth offence

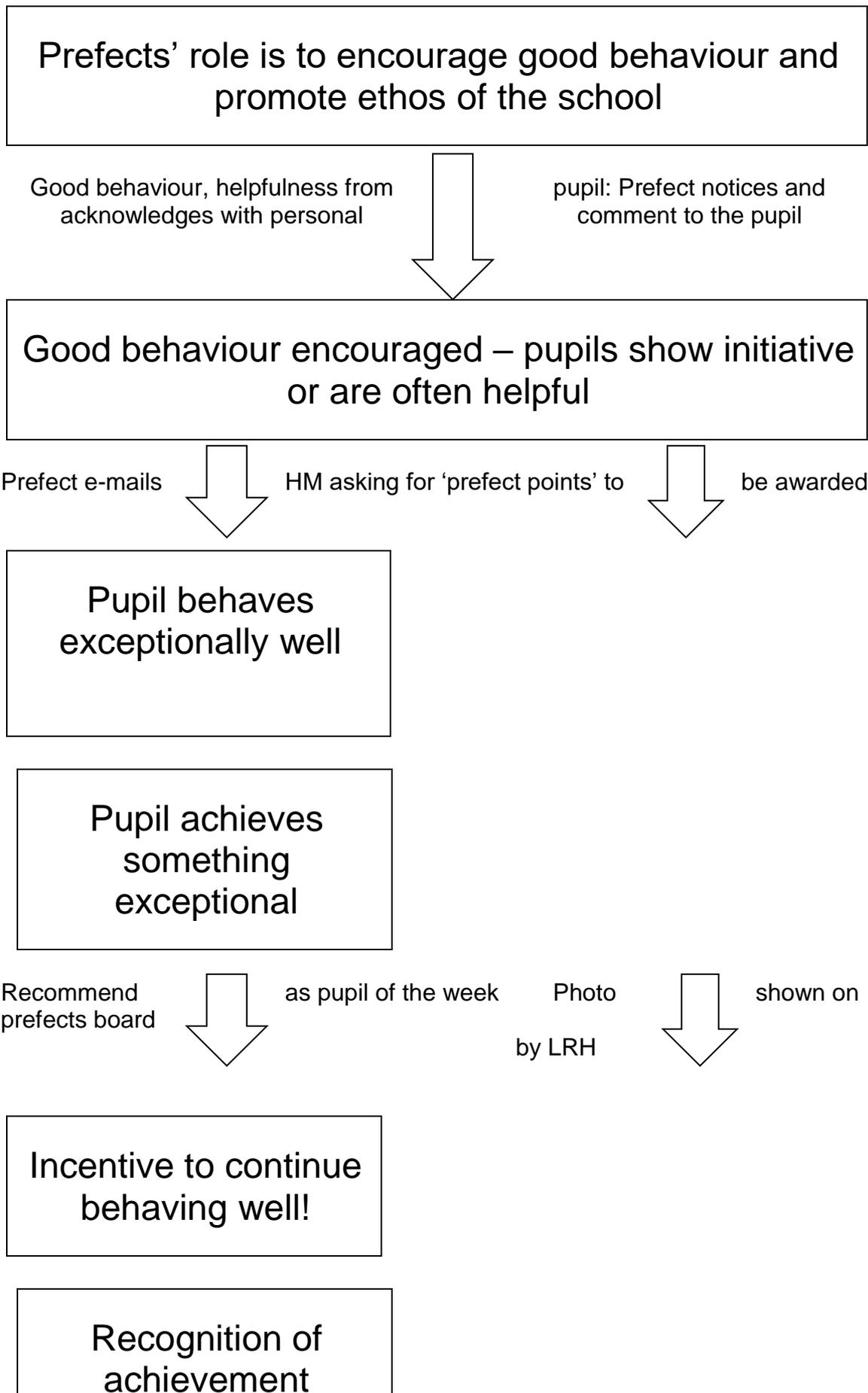
This system operates over a 12 month period, at the end of which the slate is wiped clean and Level 1 will be the first sanction. If pupils are found smoking in a building, or selling cigarettes on to other pupils, they must expect a Level 4 punishment.

6. Bullying including cyber-bullying of any kind: 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.

Explanation of Terminology

School Prefects' Detention	SPD	given for lateness, uniform infractions, untidy appearance etc. (Mondays 1.30 – 2.00pm). This involves community work such as picking-up litter, stacking chairs etc.
Deputy Headmasters' Detention	DHD	Fridays 5.00 – 6.00pm 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.
Headmaster's Gating	-	Pupils will be required to complete a report card for all lessons, and report to the Headmaster every day. In spare time, they will be required to work, either in the Headmaster's office, the LRH or the library.

APPENDIX 2: PREFECTS' ROLE IN PROMOTING GOOD BEHAVIOUR



- 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 3: 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.

Classroom 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 4: ACADEMIC SANCTIONS

Responsible	Possible issue	Sanction	Support
Headmaster Deputy Head HM/tutor	<ul style="list-style-type: none"> Poor progress or behaviour as revealed by gradings or discussion with staff or parents will result in the pupil being placed on report. <p><i>The member of staff managing the report will depend on the severity of the problem</i></p>	Report	Headmaster Deputy Head HM/tutor
Deputy Head	<ul style="list-style-type: none"> Complete refusal to follow instruction. Swearing 	DHD	HM/Tutor
	<ul style="list-style-type: none"> Missing prep or coursework in multiple subjects or persistently in one subject. Major disruption to learning. Major under-achievement (Ys11-13) 	Academic gating (SPSPs for U6)	
HoD	Persistent: <ul style="list-style-type: none"> lateness lack of prep minor disruption Rudeness/poor attitude. Poor behaviour. Missing or late coursework 	Department detention DHD	Deputy Head HM Tutor
	<ul style="list-style-type: none"> Under-achievement owing to lack of effort. 	Compulsory catch-up sessions	
Classroom teacher	<ul style="list-style-type: none"> Disruptive behaviour First instance of rudeness Poor attitude Missing prep Other more minor incidents 	[A verbal warning and statement of consequences of continued misbehaviour] Teacher detention	Tutor
	<ul style="list-style-type: none"> Late, incomplete or poor work 	Re-write	