

# 25. BEHAVIOUR POLICY

## BEHAVIOUR POLICY

### Introduction

Westminster Cathedral Choir School is a Catholic school. We believe that every person, whether teacher or pupil, is made in the image of God and is therefore endowed with great personal dignity. As a Catholic school, we aim to inspire our pupils to do to others as they themselves would like to be done by. This 'golden rule' of behaviour, which is valid for every culture, reminds staff and pupils to live up to the highest standards of personal behaviour and is fundamental to an environment where mutual respect and trust are defining marks.

The School exists to deliver an outstanding education to its pupils. Academically, we aspire to foster and form intellectually curious pupils who will eventually become self-teachers, equipped with both a love of learning and the tools of learning. However, pupils at school learn socially, in the company of other pupils, and in order to be secure the educational process requires the acquisition of good relationships between peers, propped up by good manners in everyday situations. Pupils learn as part of a team, and at the Choir School there are opportunities for leadership roles through extra-curricular activities, especially music and sport.

Westminster Cathedral Choir School is a diverse and inclusive community. The pupil body is international, ethnically and socially diverse, and includes Catholic and non-Catholic Christians, as well as people of other beliefs and none. Made in God's image and yet unique, every pupil is valued individually, whatever their background, and is encouraged to develop in a personal and integrated way, in preparation for the challenges of future life.

### Code of conduct

As a Catholic school, Westminster Cathedral Choir School believes that the first educators of children are their own parents. Parents enter into a partnership with the School for the further advancement of their son's education. It therefore follows that this education works best along the principles of trust, cooperation and collaboration for the good of each individual pupil. As such, the community of people that constitute

Westminster Cathedral Choir School adheres to a code of conduct, rather than to lists of rules.

The Choir School always expects from its pupils the values and conduct promoted by its ethos. This applies not just time spent at school, whether in or out of the classroom; it extends to beyond the School itself, whether on a trip or journeying home in uniform. Any written or electronic communication concerning the School should be appropriate and prudent.

Consideration, good manners and a positive attitude are requirements of pupils and staff alike. Staff should apply the School's Rewards and Sanctions policy as laid out below.

Pupils at Westminster Cathedral Choir School should be ready to learn and participate in School activities. Punctuality for School and lessons is essential. Respect and care must be shown for the School's buildings, equipment and furniture, out of respect for the whole community.

### **Involvement of parents and guardians**

Parents and Guardians who accept a place for their child at Westminster Cathedral Choir School agree to support the School's values – attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework – as well as its policies and regulations, including this policy.

In the case of an unplanned absence, please inform the School at the earliest opportunity. We will always telephone the home on the first day of an unexplained absence out of concern.

Please note that it is the Governors' policy usually not to allow holiday to be taken during term.

### **Involvement of pupils**

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, e.g. via the School Council, which meets regularly.

### **School rewards and sanctions**

The Rewards and Sanctions Policy aims to encourage positive behaviour. The

range of sanctions is selected to help staff manage challenging behaviour. The policy is set out below; it may be adapted periodically to make it more effective. The School seeks the support of Parents and Guardians in the enforcement of sanctions, in a fair way, aimed at the good of the child and the common good of the School community.

The Head Master for his part undertakes to apply any sanctions in the light of appropriate investigation and always in a spirit of fairness. Sanctions may undergo reasonable change from time to time, but will not involve any form of unlawful or degrading activity.

### **Teaching and learning**

An education at Westminster Cathedral Choir School should raise the aspirations of each pupil and help to overcome whatever barriers may present themselves in the course of learning. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive, and deal with the negative in a sensitive and tactful way. Our teachers offer every child individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

### **Complaints**

Should you have any complaints about the School's Behaviour Policy the School's Complaints Procedure is published in the Parent Handbook or can be downloaded from the School website.

## REWARDS AND SANCTIONS POLICY FOR USE DURING THE ACADEMIC DAY

The school's rewards and sanctions are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. The Head of Pastoral Care is responsible for the behaviour of pupils at Westminster Cathedral Choir School.

### Rewarding particularly good behaviour – the merit system

The purpose of the merit system is to record and reward good conduct or attainment, academic or otherwise.

Merits are to be awarded for:

Academic	Behavioural	Organisational
<ul style="list-style-type: none"> <li>• Contributions to teaching and learning in class</li> <li>• Effort, improvement, or achievement in academic work</li> </ul>	<ul style="list-style-type: none"> <li>• Setting an example in and around the school</li> <li>• Generosity, helpfulness or kindness</li> <li>• Time-keeping/punctuality</li> <li>• Contribution to Form Group, House, or to the School</li> <li>• Contribution to music, games or extra-curricular life</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency in completing and submitting work</li> <li>• Personal presentation</li> <li>• Tidiness</li> </ul>

## Recording merits

- Merits are recorded in prep diaries by 3.45 pm on the day issued, stating who awarded the merit, in what context, and why
- Form Tutors add up the previous week's merits each Friday and record their form's totals electronically by 4.00 pm each Friday
- Pupils absent from Friday registration(s) will have their merits added to the following week's totals

## Rewards for merits

### Weekly

- Form Tutors may develop their own approaches to reward merits on a weekly basis. Small prizes could be given to the boy with the most merits, or to the boy who has made the greatest improvement. Teams within the form could be established in a merit competition. Certificates may be awarded for boys achieving a certain number of merits in a week. Any rewards for merits should be administered at Tuesday morning Form Assembly.

### Merit Badges

- Boys gain a merit badge from the Head Master in Monday morning Assembly to celebrate passing certain milestones each year: Bronze 50 merits, Silver 100, Gold 150, Platinum 200.

### Half-Termly

- During House Assemblies, the boy in each house that has collected the most merits that half-term receives a certificate.

### Termly

- The boy with the most merits in each year group receives a prize from Head Master
- The Form Group with the highest average receives a celebratory tea with Form Tutor

### Annually

- The boy with the most merits in each Year Group receives a major prize from Head Master at Prize day
- The House with the most merits goes on a mystery trip with Head of House

## **Praise Postcards**

Praise Postcards are for subject teachers to post to parents to inform them about a particularly impressive aspect of their son's work.

They are designed to be given as extra reward for effort or excellence and to improve positive School-home communication.

Examples of reasons teachers may send a Praise Postcard to parents include:

- Notification regarding exceptional exam results
- To praise a special project
- To celebrate consistently impressive class work or oral contributions
- Notification regarding significant effort or improvement

In terms of how many to send, teachers should apply their own discretion. It is recommended, however, that no child should have more than two per subject per term so that the level of praise is not devalued.

Teachers may wish to record details of which pupils have merited Praise Postcards and the reasons why by photocopying the card before sending it and filing the copy in their Short Term Planning folders.

Parents' addresses are available on the Staff drive in S:\Admin\Addresses and contact details of parents\201112 contact details. Please place the postcard in the post tray in reception when ready for posting.

## **Commendations - Rewarding truly outstanding academic work**

- Any teacher can put forward a boy for a commendation. This is an award for a substantial piece of work (e.g. musical composition, science project, piece of Artwork) that is of exceptionally high quality.
- The teacher and/or boy will briefly present the work in a short "Work of the Week" slot in assemblies on Monday mornings (the teacher should liaise with the Head Master to organise this)
- The teacher should write and send a Praise Postcard home to confirm the commendation, signed by the Head Master if possible.

## Sanctioning poor behaviour – the demerit system

The purpose of the demerit system is to sanction poor behaviour.

Demerits are issued for:

Academic	Behavioural	Organisational
<ul style="list-style-type: none"><li>• Disrupting teaching and learning in class</li><li>• Failure to hand in complete prep</li><li>• Unsatisfactory effort</li></ul>	<ul style="list-style-type: none"><li>• Selfishness, rudeness or unkindness</li><li>• Foul language</li><li>• Chatting excessively in lessons</li><li>• Poor time-keeping</li><li>• Chewing or eating in class</li><li>• Rough or harmful play</li><li>• Being out of bounds</li><li>• Littering</li></ul>	<ul style="list-style-type: none"><li>• Failure to bring necessary books and equipment to class</li><li>• Incorrect School uniform</li><li>• Untidy locker</li></ul>

If appropriate, especially in terms of behaviour in the classroom, boys should be given a warning before receiving a demerit.

### Recording demerits

- A list on the staff notice board records the context, reason for the demerit and staff initials using a coded system
- The weekly deadline for recording demerits is 4.00 pm on Friday
- The Head of Pastoral Care records number and reasons for demerits centrally, allowing focused behaviour management by the Form Tutor/Head of Pastoral Care

### Detention

- 3 or more demerits in a week results in a detention for the following week

- Day boys: Tuesday, 4.00 pm – 5.00 pm, with the Head Master and Head of Pastoral Care.
- Choristers: Wednesday, 7.00 pm – 7.45 pm, with the Head of Boarding
- Parents will be notified via email from the Head of Pastoral Care if their son is in detention
- During a detention, boys will have an individual meeting with the Head Master, as well as writing an improving essay at the discretion of either the Head Master, Head of Pastoral Care, or Head of Boarding

## Internal Suspension

- Three detentions in a half-term, or four detentions in a term, results in an Internal Suspension
- In an Internal Suspension, boys will complete work in isolation for a day, supervised by the Head of Pastoral Care and other staff as necessary
- Parents will be notified via email from the Head of Pastoral Care if their son has received an internal suspension.
- Parents will also be invited to attend a meeting with the Head of Pastoral Care and their son's form tutor once the Internal Suspension has been completed to discuss appropriate behaviour management strategies. Pupils may be placed on a Behavioural Report Card as one of these strategies.

## Major breaches of discipline

In cases of major breaches of discipline, the whole-school Rewards and Sanctions Policy applies.

Disciplinary breach	Range of sanctions
<p><b>Aggressive, abusive or threatening verbal behaviour,</b> in the form of</p> <ul style="list-style-type: none"> <li>• comments</li> <li>• facial expressions</li> <li>• bodily gestures</li> <li>• chanting or abusive singing intended to cause unhappiness, fear or distress</li> </ul>	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Letter of apology</li> <li>• Suspension from dormitory (in case of boarders)</li> <li>• Pupil sent home</li> <li>• Internal/External Suspension</li> </ul>
<p><b>Aggressive physical behaviour</b> any physical act or gesture that is intended to cause genuine pain or injury</p>	<ul style="list-style-type: none"> <li>• Pupil sent home</li> <li>• Internal/External Suspension</li> </ul>
<p><b>Rudeness to staff</b> any spoken or written comment that</p>	<ul style="list-style-type: none"> <li>• Detention</li> </ul>

is intended to be offensive or disrespectful	<ul style="list-style-type: none"> <li>• Pupil sent home</li> <li>• Internal/External Suspension</li> </ul>
<b>Vandalism</b> any act that deliberately damages any building or contents of the Cathedral complex	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Letter of apology</li> <li>• Pupil sent home</li> <li>• Internal/external suspension</li> </ul>
<b>Theft</b>	<ul style="list-style-type: none"> <li>• Pupil sent home</li> <li>• Internal/external suspension</li> <li>• Invitation to withdraw</li> <li>• Expulsion</li> </ul>
<b>Disciplinary breach</b>	<b>Range of sanctions</b>
<b>Persistent aggressive, abusive or disruptive behaviour<sup>1</sup></b>	<ul style="list-style-type: none"> <li>• <b>Step 1:</b> Internal/external suspension*</li> <li>• <b>Step 2:</b> Invitation to withdraw</li> <li>• <b>Step 3:</b> Expulsion</li> </ul>
<b>Bringing illegal substances on to the premises</b>	<ul style="list-style-type: none"> <li>• Internal/external suspension</li> <li>• Invitation to withdraw</li> <li>• Expulsion (in grave cases)</li> </ul>

<sup>1</sup> The definitions for *sending home*, *suspension*, *invitation to withdraw* and *expulsion* are laid out within the School's Terms and Conditions, Appendix 5, 57

\* The Head of Pastoral Care may set an Individual Behaviour Plan (IBP), formed at a meeting of relevant members of staff, parents and/or experts

### **Reporting major breaches of discipline**

Any major breach of School discipline must be recorded either via a clearly titled email or on a School Incident Report Form - available to staff in the staff room and on the staff drive. This needs to be dated and signed by the member of staff once they have completed it.

This email or report should be submitted directly to the Head of Pastoral Care. He will speak to the pupil(s) involved, research any incident and then take appropriate action.

### **Pupils returning to School**

Any pupil sent home and/or receiving an external suspension may be required to return to School accompanied by his parent(s)/carer/guardian for a meeting with the Head of Pastoral Care and/or Head Master.

Pupils who have been sent home may be placed on a Behaviour Report Card for a period.

### **Head Master's discretion**

The parents accept that the School will be run in accordance with the authorities delegated by the Governing Body to the Head. The Head is entitled to exercise a wide discretion in relation to the School's policies and regime and will exercise those discretions in a reasonable and lawful manner and with procedural fairness when the status of a pupil is at issue.<sup>2</sup>

Person Responsible: Jonathan Jenkins

Review Date: February 2012

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<sup>2</sup> Terms and Conditions, Appendix 5, 49

All staff at WCCS are committed to ***Every Child Matters***: the following five outcomes are key to well-being in childhood and in later life: Being Healthy, Staying safe, Enjoying and achieving, Making a positive contribution and Achieving economic well-being



Signed: .....

## 25.5 SUPERVISION POLICY

This policy outlines the duties carried out by members of staff to ensure that all pupils at Westminster Cathedral Choir School are correctly supervised. The daily supervision is laid out here in chronological order. When boys have 'free time' outside they have to follow the following Playground rules which are listed in their prep diaries. These are:

1. Be kind and considerate to other boys using the playground
2. Share any balls or equipment
3. Let other boys join in your game!
4. Don't push, shove, or be rough
5. No contact rugby
6. Listen out for the teachers whistle: it could be meant for you
7. Stay in sight of the teacher: don't go behind the Vaughan building wall, or around the shed
8. No climbing on trees or walls
9. If you need first aid, tell the teacher on duty first
10. Only one batsman in the cricket net at a time

**Early arrivals** (7.30am 8.15 am): pupils may arrive at School any time after 7.30 am when Mr Thomas is on site and can be found in his office. **Boys dropped off early drop-off are done so entirely at the risk of the parents.** The boys may play in the playground.

During the School day boys have supervised activities at the following times. Since September 2010 the boys at Westminster Cathedral Choir School have been split into two distinct groups to avoid overcrowding in the playground, reduce injuries sustained whilst having free time and to lower the congestion and noise in the refectory. Therefore lunches and free time in the playground alternates. Which year groups have lunch at 12.40pm and which at 1.10pm does vary.

Time	Year groups	Place
8.15 - 8.40 am	Whole School	Playground
10.25 - 11.00 am	Years 3, 4 and 5	Playground
11.00 - 11.35 am	Years 6, 7 and 8	Playground
12.40 - 1.10pm	Years 3, 4 and 5	Refectory

12.40 - 1.10pm	Years 6, 7 and 8	Playground
1.10 - 1.35pm	Years 6, 7 and 8	Refectory
1.10 - 1.35pm	Years 3, 4 and 5	Playground

### Responsibilities of staff on duty in the playground

When on duty in the playground members of staff need to:

- be vigilant for any malicious or rough behaviour
- Carry their whistle's to attract the attention of boys as necessary
- Watch for boys requiring First Aid and escort boys round to reception if Matron or the First Aider on duty needs to be contacted
- Give permission to boys who need to enter School buildings and stop those without permission from entering
- Ring the bell to line boys up at the end of break time
- Resolve any minor disputes about the use of balls, basket ball hoops etc...
- Note any boys who seem isolated, lonely or friendless and try to get them to play with their peers

### Responsibilities of staff on duty in the playground

When on duty in the refectory members of staff need to:

- be vigilant for any malicious, rude or rough behaviour
- make sure boys enter the refectory calmly
- Stop the queue inside the refectory becoming too lengthy
- Watch for boys requiring First Aid and escort boys round to reception if Matron or the First Aider on duty needs to be contacted
- Note any boys who seem isolated, lonely or friendless and try to get them to sit and chat with their peers
- Make sure boys come into meals with something to do/read when they have finished
- Make sure boys entering do not have hands that are not too dirty, grubby or muddy.
- Release boys at the appropriate time to allow them to go to their free time, the loo, a club or an extra lesson
- Make sure, wherever possible, that boys say please and thank you to the kitchen staff!

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