

PUPIL BEHAVIOUR POLICY

Author/reviewer responsible:	NM / EA	ISI document code:	9a Behaviour
Reviewed by:	SMT	Last amended:	July 2021
Authorisation by resolution of:	Governors	Date of authorisation:	August 2021
		Date of next review:	June 2022

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Guidance and framework

This policy has regard to the following:

- ISI regulatory handbook (particularly paragraphs 130-134);
- Statutory framework for the early years foundation stage (April 2017) (pp. 28-29)
- DfE guidance [Behaviour and discipline in schools](#) (February 2014);
- Vatican guidance, [The Catholic school](#) (March 1977) (particularly paragraphs 25-32)
- DfE guidance [Use of reasonable force](#) (July 2015)

Aims of the pupil behaviour policy

- To show how the School develops good behaviour.
- To define the roles and responsibilities of staff in rewarding good and sanctioning bad behaviour.
- To outline what constitutes good and bad behaviour.
- To outline the rewards and sanctions policy for choristers when in choir.
- To state the School's rewards for good behaviour and sanctions for bad behaviour.
- To state the School's policy for major breaches of discipline.
- To state the School's suspension, exclusion and appeal policy.

Good behaviour strategy

One of the School's aims is: 'To be a School where high standards of behaviour are the norm.'
The School encourages good behaviour in three ways:

1. The School's Catholic ethos and promotion of the Gospel's teaching on behaviour.
2. High academic standards and a culture of achievement.
3. Excellent relationships between staff and boys and staff and parents.

The School's good behaviour strategy is illustrated by the diagram on p 6.

I. The School's ethos

The School as a centre of formation

The School's Catholic ethos is a fundamental driver in encouraging good behaviour.¹ The School places pupil behaviour in the context of the Gospel, the 'Good News' about God and man. It recognises that human nature, and therefore human behaviour, is not perfect, and that human life is 'a life-long process of conversion until the pupil becomes what God wishes him to be.'² At the School, boys learn what good behaviour is as they grow in understanding of what the good is and develop the inclination and will to follow it. Pupil behaviour is therefore not a book of rules but a process of personal (spiritual, moral, social and cultural) growth. These values flow from the person of Christ since 'reference to Jesus Christ teaches man to discern the values which ennoble from those which degrade him.'³

Good behaviour is the fruit of growing in love of God and neighbour. This is otherwise called the 'call to sainthood' (or 'holiness') and is distinctive of the richness of Catholic education.

¹ 'Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.' [Behaviour and discipline in schools](#), paragraph 20.

² [The Catholic School](#), paragraph 45.

³ Pope Paul VI, quoted in [The Catholic School](#), paragraph 11.

Pope Benedict XVI explained this in his speech to school children in Twickenham in 2010:

Not only does God love us with a depth and an intensity that we can scarcely begin to comprehend, but he invites us to respond to that love. You all know what it is like when you meet someone interesting and attractive, and you want to be that person's friend. You always hope they will find you interesting and attractive, and want to be your friend. God wants your friendship. And once you enter into friendship with God, everything in your life begins to change. As you come to know him better, you find you want to reflect something of his infinite goodness in your own life. You are attracted to the practice of virtue. You begin to see greed and selfishness and all the other sins for what they really are, destructive and dangerous tendencies that cause deep suffering and do great damage, and you want to avoid falling into that trap yourselves. You begin to feel compassion for people in difficulties and you are eager to do something to help them. You want to come to the aid of the poor and the hungry, you want to comfort the sorrowful, you want to be kind and generous. And once these things begin to matter to you, you are well on the way to becoming saints.⁴

Good behaviour is a response to God's love. Therefore, the School's primary aim is to encourage its boys to respond to the love that God has for them by living out the greatest commandment: *you shall love the Lord your God with all your heart, and with all your soul, and with all your mind; and you shall love your neighbour as yourself* (Matt 22:36-40).

The School's PSHCE programme also provides a philosophical basis for good – or virtuous – behaviour. The cardinal virtues of prudence, justice, temperance and fortitude are taught to the boys through stories that show how those virtues – and their contrary vices – are manifested in human behaviour. Teachers, and all staff at the School, have a vital role in modelling good behaviour from which the boys may learn.

2. High academic standards and a culture of achievement

After its ethos, the second driver for promoting good behaviour is maintaining high academic standards and a culture of achievement. Well-motivated boys who believe that they are succeeding are far less likely to misbehave.

- The School's distinctive curriculum appeals to the interests and learning style of boys and gives them opportunities to exhibit their achievements (e.g. story and essay writing competitions, poetry declamations).
- Merits and commendations affirm the boys in their academic progress and achievements.
- Sports and music are ways that boys can achieve nurture and be acknowledged for their particular extra-curricular talents.

3. Excellent relationships between staff and boys and staff and parents

The third way that the School encourages good behaviour is by building excellent relationships between staff and boys and between staff and parents.

⁴ Pope Benedict's [address to pupils](#), St Mary's University College, Twickenham, 17th September 2010.

Clear teacher-parent communication

Clear and open communication with parents is vital for promoting good behaviour because if boys perceive a lack of communication between School and home they are more likely to drift into poor behaviour. The School promotes communication in a number of ways:

- *Meet your son's teachers* meetings every September for each year group, when parents meet all their son's teachers and the chain of communication of form tutor and Head of Pre-Prep / Deputy Head Pastoral (or Boarding Tutor/ House Master for choristers) is explained;
- Full end-of-term reports, including half-term grades for Years 4-8, and bi-annual assessment results for Reception – Year 3;
- merit heroes celebrated in the weekly Head Master's Newsletter;
- emails home in the case of detention, with full details about the nature and context of the behaviour;
- availability of staff email addresses to discuss behaviour or arrange a meeting;
- annual teacher-parent meetings.

Attendance, promptness, uniform and prep

Parents encourage good behaviour by ensuring a strong attendance record (including avoiding taking holidays during term time), prompt arrival and departure and smart and correct School uniform. Timely completion of prep, and ensuring a focused setting for work at home, is important for fostering good self-esteem at School and, consequently, good behaviour. In the case of absence or non-completion of prep, the School requires parents to contact the School in writing.

School policies

The School encourages parents to read the School policies that pertain to them, such as this pupil behaviour policy. By choosing the School, parents agree to its terms and conditions, which include adhering to its policies and procedures.

Code of conduct

Parents, who are the first and best educators of their own children, enter into a partnership with the School for the furtherance of their son's education. This partnership flourishes with trust, cooperation and collaboration for the good of each individual boy. Rather than presenting itself as an institution governed by rules, the School is a community of people – parents, boys and teachers – who adhere to a shared vision and a common code. At the beginning of term each boy renews his commitment to a simple code of conduct which is printed inside his prep diary (see Appendix 3). In addition, staff are made aware of their responsibilities, including conduct and dress, and a staff code of conduct is contained in the Safeguarding and Child protection policy.

Clear teacher-pupil communication

Good behaviour requires acceptance on the part of boys of the School's aims and principles. The School does this in a number of ways:

- through weekly assemblies, especially through the Head Master, Head of Pre-Prep and Deputy Head (Pastoral) when they address the whole School about behaviour, and in their application of the merit system;

- through form teachers when they speak to their forms (collectively and individually) about behaviour, especially where forms develop their own additional motivation techniques for promoting good behaviour;
- through PSHCE lessons and the ‘hidden curriculum’ (for example, the principles of good sportsmanship when representing the School in a match) where sound values are inculcated in boys and British values are promoted.

At School and away from School

The principles of good behaviour apply to boys at all times when they are at the School: in class, in the playground, in the refectory, and when they are moving around. Good behaviour is equally important on School trips, at matches, on tours and when travelling to and from these events. Boys should also remember that their behaviour to and from School is also within the remit of the School and should therefore be exemplary.

Online

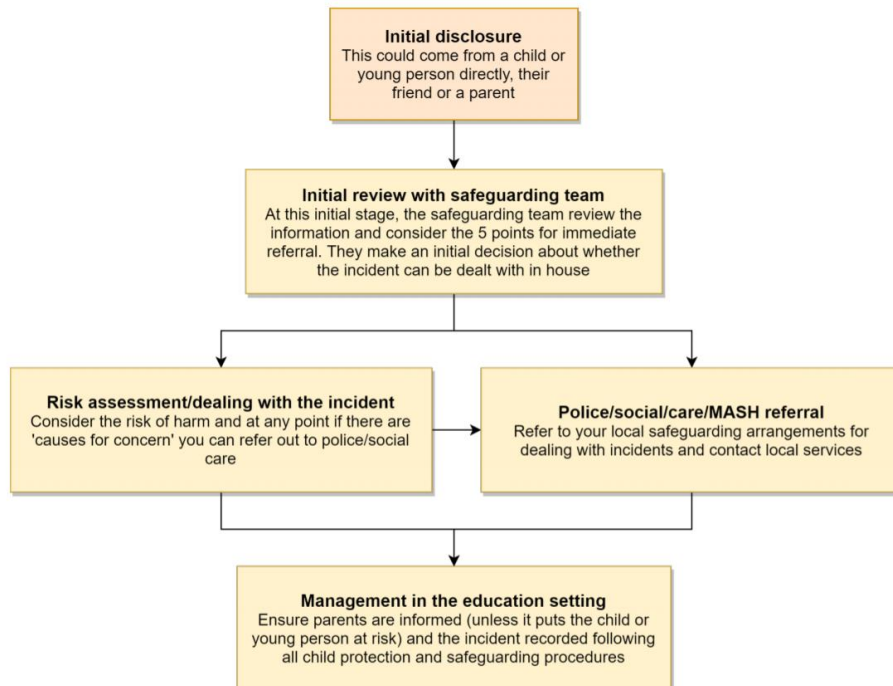
The School’s anti-bullying policy applies as much to online behaviour carried out at home as it does to behaviour in the playground. Instances of abusive behaviour online (such as peer on peer abuse, harassment, radicalization, child sexual exploitation or sexting) which fall outside of the scope of the anti-bullying policy, will be dealt with under the procedures outlined in the Safeguarding and Child Protection Policy.

Harmful sexual behaviour away from School

The DSL has reference to the government guidance contained in [Sharing nudes and semi-nudes](#). To assess the range of behaviours both online and offline, we use the following model:

Appropriate	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviours	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable	Behaviour accepted by peers within peer group context	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate	No overt elements of victimisation	Coercion and force to ensure victim compliance	Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
Shared decision-making	Generally consensual and reciprocal	Consent issues may be unclear	Intrusive	Sadism
		May lack reciprocity or equal power	Informed consent lacking or not able to be freely given by victim	
		May include levels of compulsivity	May include elements of expressive violence	

Disclosures of harmful and abusive behaviours or sexual harassment, both on or off site or online will be treated under the procedures outlined in the School's Safeguarding Policy, using the following chain:



Underpinning protective learning

Integrated into the ethos of the School is the principle of underpinning protective learning. As part of the newly revised RSE curriculum, expectations surrounding appropriate behaviours both on and offline and on and off site are reinforced, so that the boys understand the inappropriate nature of abusive behaviours and gain reassurance that staff at the School will support them if they experience difficulties or have concerns.

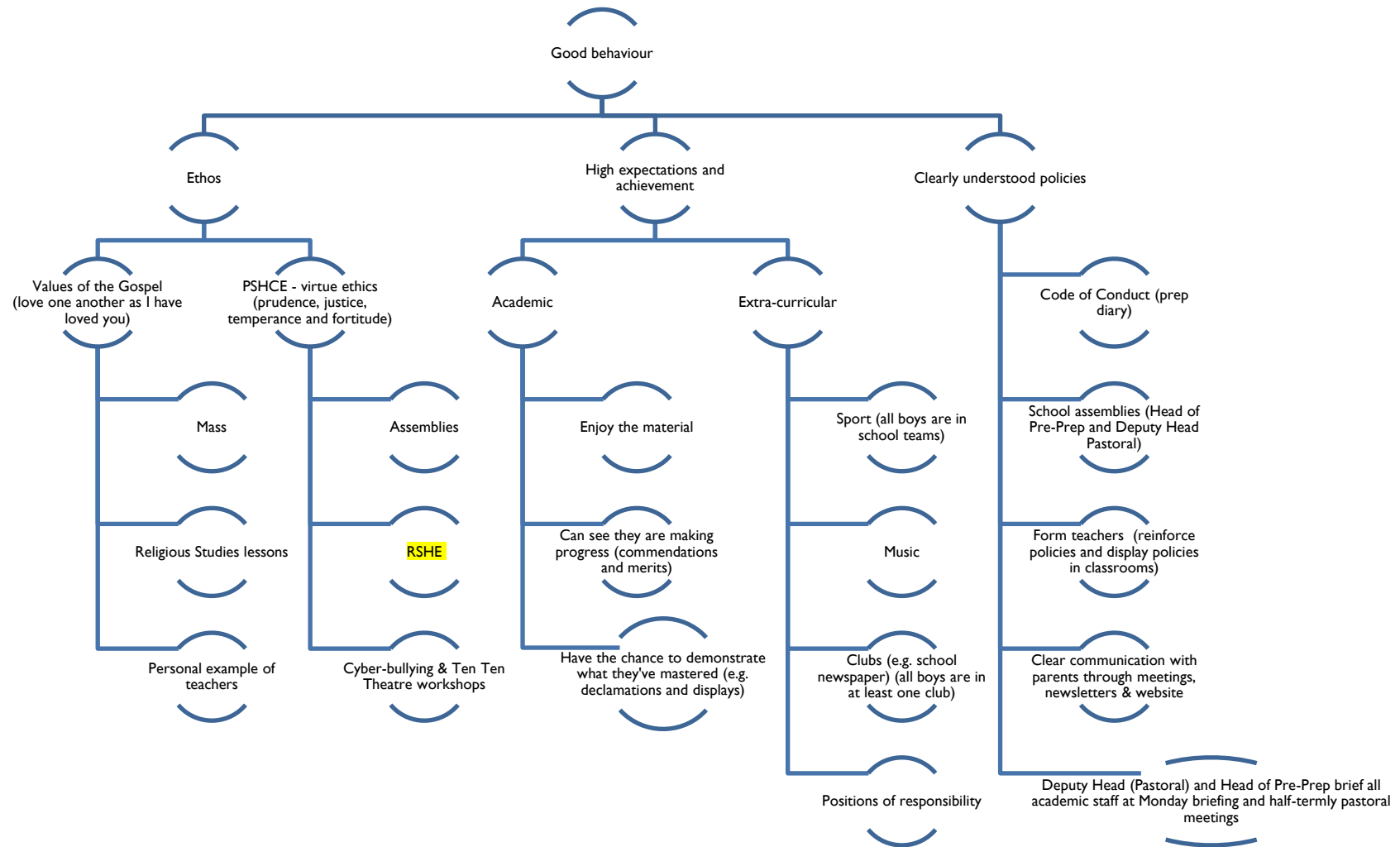
Involvement of pupils

Our experience shows that the ethos of and respect for the School is enhanced by listening to our boys and by encouraging constructive suggestions from them, e.g. via the School Council, which meets regularly. Boys are also given the opportunity for input via anonymous questionnaires and suggestions forms.

Complaints

Should parents have any complaints about the School's pupil behaviour policy they should contact the Head Master. The formal complaints procedure is included in the Parents' Handbook and is on the School website.

GOOD BEHAVIOUR STRATEGY



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 Pre-Prep is responsible for the behaviour of boys in Reception – Year 3. The Deputy Head (Pastoral) is responsible for the behaviour of boys the School in Years 4 - 8.

Rewards & sanctions in the Pre-Prep:

Class Teachers will use a behaviour chart. Boys will move up the chart during the lesson depending on behaviour in the following categories:

- Setting an example in and around the classroom
- Generosity, helpfulness or kindness
- Time-keeping/punctuality
- Good listening
- Not calling out
- Making contributions

Boys spending most of the lesson at the top of the chart may be awarded a house point. Boys spending most of the lesson at the bottom of the chart may lose a house point. All boys are given the chance to start afresh every afternoon.

The house point system

The purpose of the house point system is to record and reward good conduct, academic or otherwise, for boys in the Pre-Prep.

House points are to be awarded for:

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

Recording house points

- House points will be recorded on a chart in each classroom (Years 2 & 3).
- Boys in Reception and Year 1 will have house point marbles placed into a jar
- Class teachers will add up the week’s house points each Friday and record their form’s totals on the spreadsheet, which is collated for the Head of Pre-Prep.

Rewards for house points

Weekly

- Each week, a house point hero is announced in assembly and named in the parents’ newsletter.
- The house with the most number of points earned each week is announced at assembly every Monday.

Termly

- The house with the most house points each term is awarded a treat at the end-of-term assembly.

Rewards in the Prep:

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, for all boys at WCCS.

Merits are to be awarded for good behaviour in the following categories:

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

Recording merits

- Merits are recorded in prep diaries by 3.50 pm on the day issued, stating who awarded the merit, in what context, and why.
- Form tutors add up the week's merits each Friday and record their form's totals before giving this total to the Head Master's PA.
- Boys 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:
 - Years 4-6 Bronze (50 merits), Silver (100), Gold (150), Platinum (200)
 - Years 7-8 Bronze (40 merits), Silver (80), Gold (120), Platinum (180)

Half-Termly

- During House assemblies, the boy in each House year group that has performed the most encouragingly during that half-term receives a merit hero badge.

Termly

- The form group with the highest average receives a celebratory tea with their Form Tutor; competition will take place between Years 4-5 and Years 6-8.

Annually

- The boy with the most merits in each year group receives a prize from the Head Master.
- The House with the most merits has a celebratory lunch with the Head of House.

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.
- Once a half-term the Head Master will award commendations for outstanding work in assembly.
- At this assembly teachers may wish to showcase the outstanding work done.

Sanctions in the Pre-Prep:

The purpose of the house point system is to sanction poor behaviour in the Pre-Prep. If a boy loses a house point it will be recorded on the spreadsheet.

House points are lost for poor behaviour in the following categories:

Academic	Behavioural	Organisational
<ul style="list-style-type: none"> • Disrupting teaching • Disrupting learning • Unsatisfactory effort 	<ul style="list-style-type: none"> • Selfishness, rudeness or unkindness • Foul language • Chatting excessively in lessons • Chewing or eating in class • Rough or harmful play • Failing to follow instructions 	<ul style="list-style-type: none"> • Incorrect School uniform • Incorrect games kit • Untidy desks

Boys will be given a clear warning before losing a house point. Teachers are consistent and clear with their warnings and sanctions.

Recording lost house points

- Lost house points will be recorded on the house point chart in each classroom and deducted from the weekly total on the spreadsheet by the Class Teacher (boys in Years 2 & 3)
- Boys in Reception – Year 1 will lose a house point marble from the jar.

Detention

- 3 or more lost house points in a week results in a detention during morning break on a Friday, with the Head of Pre-Prep.
- Parents will be notified by the Head of Pre-Prep if their son is in detention.

Internal suspension

- If a boy does not respond to the rewards and sanctions as outlined above, he will complete work in a separate location, supervised by the Head of Pre-Prep or other staff as necessary.
- Parents will be notified by the Head of Pre-Prep if their son has received an internal suspension.
- Parents will also be invited to attend a meeting with the Head of Pre-Prep and their son's Class Teacher once the internal suspension has been completed to discuss

appropriate behaviour management strategies. Boys may be placed on a behavioural report card as one of these strategies.

Sanctions in the Prep:

The purpose of the demerit system is to sanction poor behaviour of boys in Years 4-8.

Sanctioning poor behaviour – the demerit system

Demerits are issued for poor behaviour in the following categories:

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

If appropriate, especially in terms of behaviour in the classroom, boys should be given a warning before receiving a demerit. Teachers are consistent and clear with their warnings and sanctions.

Recording demerits

- A list on the staff noticeboard 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 Deputy Head (Pastoral) records the number of and reasons for demerits centrally, including the boy's name and year group, allowing focused behaviour management by the Form Tutor/Deputy Head (Pastoral).
- **The Deputy Head (Pastoral) uses CPOMS software to monitor pastoral concerns centrally.**

Detention

- 3 or more demerits in a week results in a detention for the following week
- Day boys in Years 4-8: Monday, 4.00 pm – 5.00 pm, with the Head Master and Deputy Head (Pastoral).
- Choristers: Sundays 2.00 – 2.40pm with the Head of Boarding.

- Parents will be notified via email from the Head of Pre-Prep or Deputy Head (Pastoral) if their son is in detention.
- During a detention, boys in Years 4-8 will have an individual meeting with the Head Master, as well as writing an improving essay at the discretion of either the Head Master, Deputy Head (Pastoral), 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 Deputy Head (Pastoral) and other staff as necessary.
- Parents will be notified by the Deputy Head (Pastoral) if their son has received an internal suspension.
- Parents will also be invited to attend a meeting with the Deputy Head (Pastoral) and their son's form tutor once the internal suspension has been completed to discuss appropriate behaviour management strategies. Boys may be placed on a behavioural report card as one of these strategies.

Major breaches of discipline (Prep & Pre-Prep)

In cases of major breaches of discipline, the following procedure will be followed:

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

Disciplinary breach	Range of sanctions
<p>Vandalism any act that deliberately damages any building or contents of the Cathedral complex</p>	<ul style="list-style-type: none"> • Detention • Letter of apology • Boy sent home • Suspension
<p>Theft</p>	<ul style="list-style-type: none"> • Boy sent home • Suspension • Invitation to withdraw • Expulsion
<p>Persistent aggressive, abusive or disruptive behaviour⁵</p>	<ul style="list-style-type: none"> • Step 1: Suspension • Step 2: Invitation to withdraw • Step 3: Expulsion
<p>Bullying</p>	<ul style="list-style-type: none"> • Warning • Parents informed • Suspension • Expulsion (for persistent or grave offences)
<p>Bringing illegal substances on to the premises (including alcohol and tobacco)</p>	<ul style="list-style-type: none"> • Suspension • Invitation to withdraw • Expulsion (in grave cases)

Individual Behaviour Plans (IBP)

Following a major sanction, the Head of Pre-Prep or Deputy Head (Pastoral) 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 to the Head of Pre-Prep or Deputy Head (Pastoral) or on a School incident report form - available to staff in the staff room and on the staff drive. The latter must be dated and signed by the member of staff and submitted to the Head of Pre-Prep, or Deputy Head (Pastoral).

The Head of Pre-Prep or Deputy Head (Pastoral) will speak to the boy(s) involved, research any incident and then take appropriate action.

The Head of Pre-Prep or Deputy Head (Pastoral) will keep a clear record of all major breaches of discipline, placing a copy of the incident and action taken in the boy's file and logging the event in the major sanctions log.

Pupils returning to School

Any boy 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 the Head of Pre-Prep or Deputy Head (Pastoral) and/or Head Master.

Boys who have been sent home may be placed on a behaviour report card for a period.

Corporal punishment

The School completely rejects using, including threatening to use, corporal punishment to deal with disciplinary matters.

Restraint and the use of force

All members of staff at the School have a legal power to use reasonable force on boys when a need arises according to their professional judgement. This applies also to people whom the Head Master has temporarily put in charge of boys such as unpaid volunteers or parents accompanying students on a School organised visit.

Reasonable force can be used to restrain or control boys in order to prevent boys from hurting themselves or others; prevent boys from damaging property; or to prevent boys from causing disorder. In deciding if reasonable force is necessary, all staff, volunteers or parents in a position of responsibility should consider:

- the boy's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the boy or member of staff;
- the boy's age.

When using force, staff must always make reasonable adjustments for disabled children and children with special educational needs (SEN).

If a member of staff has had to use reasonable force on a boy, the Head of Pre-Prep or Deputy Head (Pastoral) must be informed immediately. The Head of Pre-Prep or Deputy Head (Pastoral) will make a written note of the incident and the reasons for the decision to use force, and place that note on the file of the pupil concerned as well as entering the event on the Use of Reasonable Force file. The parents of the boy concerned will be informed immediately.



The policy has reference to the DfE guidance: [Use of reasonable force](#) (July 2015)

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 boy is at issue.⁶

REWARDS AND SANCTIONS FOR BOARDING CHORISTERS

The purpose of this policy is to raise the standard of behaviour among boarding choristers at the School. The policy has two aims:

- to reward good behaviour in the boarding house;
- to reward excellent conduct in the Song School and Cathedral;
- to provide a coherent system of sanctions for minor and major breaches of discipline for boarders, outside the academic day.

REWARDING GOOD BEHAVIOUR IN THE BOARDING HOUSE THE GOLD STAR SYSTEM

The purpose of the chorister gold star system is to reward good behaviour.

The chorister gold star system applies outside of the normal academic day.

Chorister gold stars are awarded for:

Instrumental music	Behavioural	Organisational
<ul style="list-style-type: none"> • Contribution to instrumental music-making • Application to instrument practice 	<ul style="list-style-type: none"> • Setting an example in the boarding house • Setting an example in the vestry or cathedral precincts • Fostering house spirit • Good time-keeping • Kindness to others • Politeness and thoughtfulness to fellow boarders, staff and guests • Productive or creative use of recreational time 	<ul style="list-style-type: none"> • Tidiness • Helping staff with house chores • Exemplary deportment as a chorister

Recording gold stars

- Staff fill out a gold star form and post it through the box at the top of the stairs into the Boarding House
- Gold star totals are compiled once weekly

Rewards for gold stars

Weekly

- The boarder with the most gold stars receives extra tuck
- The boarding squad with the highest average gold stars in a week receive extra tuck
- Winners receive a mention in the weekly newsletter to parents.

Annually

- The Hannigan Prize is given to the boarder who has made the biggest contribution to boarding life.

REWARDING EXCEPTIONAL CHORISTERSHIP

The purpose of this system is to reward boys in Years 4-8 who show consistent maturity, leadership and musical excellence whilst undertaking the unique duties of choristership in the Song School, Cathedral, or on tour.

Exceptional chorister conduct includes:

Musical	Behavioural
<ul style="list-style-type: none"> • Consistently excellent singing • Exceptional behaviour during choir time • Significant progress made during choir time • Setting an outstanding musical example to younger boys 	<ul style="list-style-type: none"> • Setting an outstanding example in the apse and sacristy • Good time-keeping • Politeness and respect for clergy, lay clerks and cathedral staff • Demonstrating correct rehearsal etiquette to younger boys during rehearsals

Recording exceptional choristership

- The boys' progress is discussed at the weekly meeting between the Master of Music, Headmaster, Deputy Head (Pastoral) and the Head of Boarding
- Gold stars are awarded to boys by the Head of Boarding, as outlined above.

Annually

- The Master of Music Prize is given to the chorister from the middle of the choir, who shows the greatest potential.
- The Oliver Mitchell Prize for a chorister with outstanding academic musical ability.

Exceptionally

- The Master of Music Award may be presented to recognise outstanding service to the choir.

SANCTIONING POOR BEHAVIOUR THE BLACK MARK SYSTEM

The purpose of the black mark system is to sanction poor behaviour in the boarding house and during choir time.

Black marks may be issued for:

Poor Behaviour	Poor Organisation
<ul style="list-style-type: none"> • Disrupting instrument practice • Poor behaviour in the sacristy, vestry or in the apse • Disruption at quiet times in the boarding house • Graffiti • Unkindness to others • Foul language • Rough or harmful behaviour • Being out of bounds • Littering • Disrespect or rudeness towards clergy or lay clerks • Disrupting choir rehearsals or Mass • Misuse of the voice by excessive shouting or yelling 	<ul style="list-style-type: none"> • Untidiness • Persistent scruffiness • Poor time-keeping • Failing to start instrument practice

Recording black marks

- Black marks are issued & recorded in a book by the House Master or Matron on duty
- The Head of Boarding or Deputy Head Pastoral may issue or record black marks following discussion with the Master of Music or his Assistant about the behaviour of choristers during choir time
- Choristers may be sanctioned by the Head of Boarding, Deputy Head Pastoral or House Master for poor behaviour immediately after a performance
- Three black marks will result in an a detention on a Sunday afternoon.

Other Sanctions

In addition to receiving a black mark, choristers may receive one of the following sanctions from the House Master:

- brief letter of apology;
- early night;
- move to another bed;
- prompt start – have to get out of bed immediately at wake up;
- withdrawal of privileges, i.e. tuck, film night, casual clothes;
- community service;

- detention (Sunday 2.00 – 2.45 pm)
- lines (should be rare and not overly burdensome);
- stand outside bedroom;
- stand at the edge of Song School, facing inwards (issued by the Master of Music)

Each boy is a member of one of four colour squads, led by a senior boy in Year 8.

Squads start the week with three gold stars. These can be lost for untidiness in the dormitory, slow changing, or disrupting silent reading in the evenings. Squads who lose a star will miss out on twenty minutes of computer time on a Wednesday evening.

ADDRESSING POOR MUSICIANSHIP

Instances of poor or careless musicianship are distinct from poor behaviour or genuine learning difficulties and must be dealt with separately.

There are two main aims:

1. To encourage critical feedback on instances of poor or careless musicianship in a sensitive manner that is not detrimental to the boys' enjoyment of singing.
2. To discourage poor or careless musicianship during live performances at Mass or in concerts.

Poor or careless musicianship includes:

- Not taking on board musical points from a rehearsal
- Repeating mistakes in Mass or during a concert
- Lack of awareness of other singers and other parts
- Setting a poor example by not being ready to sing
- Missing entries
- Poor tuning or elementary pitching errors
- Unsubtle phrasing ('phrasing on' – thumping the last note of a phrase)

Dealing with instances of poor musicianship

- The Master of Music or his Assistant may provide brief feedback to the choristers, geared towards the positive, after Mass or a performance.

Recording instances of poor musicianship

- Instances of poor musicianship are discussed at the weekly meeting between the Master of Music, Headmaster, Deputy Head (Pastoral) and the Head of Boarding, and a record is kept
- Parents will be notified via email from the Master of Music or his Assistant if their son demonstrates persistently poor musicianship
- Parents will be invited to attend a meeting with the Head of Boarding and Master of Music to discuss appropriate strategies

- Boys may be placed on a musical report card as one of these strategies
- Boys may lose some free time in the evenings for persistently poor behaviour in the Song School

MAJOR BREACHES OF DISCIPLINE

In cases of major breaches of discipline by boarders, the whole-school Rewards and Sanctions Policy applies (reprinted below). The Head of Boarding will confer with the Deputy Head (Pastoral).

Disciplinary Breach	Range of Sanctions
<p>Aggressive, abusive or threatening verbal behaviour, in the form of</p> <ul style="list-style-type: none"> • comments • facial expressions • bodily gestures • chanting or abusive singing intended to cause unhappiness, fear or distress 	<ul style="list-style-type: none"> • Detention • Letter of apology • Suspension from dormitory (in case of boarders) • Boy sent home • Suspension
<p>Aggressive physical behaviour any physical act or gesture that is intended to cause genuine pain or injury</p>	<ul style="list-style-type: none"> • Boy sent home • Suspension
<p>Rudeness to Staff any spoken or written comment that is intended to be offensive or disrespectful</p>	<ul style="list-style-type: none"> • Detention • Boy sent home • Suspension
<p>Vandalism any act that deliberately damages any building or contents of the Cathedral complex</p>	<ul style="list-style-type: none"> • Detention • Letter of apology • Boy sent home • Suspension

Disciplinary Breach	Range of Sanctions
Theft	<ul style="list-style-type: none"> • Boy sent home • Suspension • Invitation to withdraw • Expulsion
Persistent aggressive, abusive or disruptive behaviour	<ul style="list-style-type: none"> • Step 1: Suspension • Step 2: Invitation to withdraw • Step 3: Expulsion
Bullying	<ul style="list-style-type: none"> • Warning • Parents informed • Suspension • Expulsion (for persistent or grave offences)
Bringing illegal substances on to the premises (including alcohol and tobacco)	<ul style="list-style-type: none"> • Suspension • Invitation to withdraw • Expulsion (in grave cases)

Individual Behaviour Plans (IBP)

Following a major sanction, the Deputy Head (Pastoral) 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 to the Deputy Head (Pastoral) or on a School incident report form - available to staff in the staff room and on the staff drive. The latter must be dated and signed by the member of staff and submitted to the Deputy Head (Pastoral).

The Deputy Head (Pastoral) will speak to the boy(s) involved, research any incident and then take appropriate action.



The Deputy Head (Pastoral) will keep a clear record of all major breaches of discipline, placing a copy of the incident and action taken in the boy's file and logging the event in the major sanctions log.

Pupils returning to school

Any boy sent home may be required to return to School accompanied by his parent(s)/carer/guardian for a meeting with the Deputy Head (Pastoral) and/or Head Master.

Boys who have been sent home may be placed on a behaviour report card for a period.

Flexibility clause

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, rules and regime and will exercise those discretions in a reasonable and lawful manner and with procedural fairness when the status of a boy is at issue.

SUSPENSION, EXCLUSION AND APPEAL

The School reserves the right to suspend a boy from School at any time in the event that his conduct or his presence has seriously damaged or is likely to damage the discipline, safety, reputation or good order of the School or Cathedral Choir. Reasons for this include:

- aggressive, threatening or abusive verbal behaviour in the form of comments, facial expressions, bodily gestures, chanting or abusive singing intended to cause unhappiness, fear or distress;
- aggressive physical behaviour: any physical act or gesture that is intended to cause genuine pain or injury;
- rudeness to staff: any spoken or written comment that is intended to be offensive or disrespectful;
- vandalism: any act that deliberately damages any building or contents of the Cathedral complex;
- theft;
- persistent aggressive, abusive or disruptive behaviour;
- bringing illegal substances on to the premises.

If parents, after consultation, still disagree with the decision to suspend the boy they should write within one day of receiving the letter of suspension to:

The Clerk to the Governing Body
c/o Westminster Cathedral Choir School
Ambrosden Avenue
London
SW1P 1QH

The Chair of Governors will then convene a committee of Governors who have not participated in the above decision to hear their concerns. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation is not appropriate. The above committee will either confirm the decision on suspension or reinstate the boy having suggested an alternative sanction. The committee's decision will be final.

Expulsion on grounds of behaviour

The School aims to operate by consent not by imposition. If that consent is not forthcoming, in the last resort the School may ask for a boy to be removed permanently. Verbal and written warnings to the parents will be given, except in the case of a single unacceptable action by a boy. The final decision regarding expulsion is that of the Chair of Governors, having taken appropriate professional or other advice from whomsoever he considers suitable. For example, a boy may be expelled from the School for:

- failure to comply with School policies, after warnings and previous sanctions;
- not accepting School punishments;
- bringing illegal substances on to the School premises;
- endangering other boys or staff;
- disrupting lessons;

- being a bad influence on other boys;
- failing to perform adequately in his academic or musical work after warnings;
- failing to perform adequately during choir time (choristers only)
- gross rudeness to members of staff or other employees of the School;
- parental failure to disclose all known facts about the boy, including Special Educational Needs, or previous suspensions, expulsions, exclusions or major disciplinary incidents, either at application stage or at any stage thereafter;
- theft;
- bullying.

If the parents, after consultation, still disagree with the decision to expel the boy they should write within two weeks of receiving the letter of expulsion to:

The Clerk to the Governing Body
c/o Westminster Cathedral Choir School
Ambrosden Avenue
London
SW1P 1QH

The Chair of Governors will then convene a committee of Governors who have not participated in the above decision to hear their concerns. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation is not appropriate. The above committee will either confirm the decision on expulsion or suggest an alternative sanction. The committee's decision will be final.

Flexibility clause

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, rules and regime and will exercise those discretions in a reasonable and lawful manner and with procedural fairness when the status of a boy is at issue.



APPENDIX I: Incident Report Form

Student Name	Date
Form Group	Member of Staff
Information copied to.....	Classroom/Place

Details of Incident (use reverse if necessary)

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Action Taken (Sanctions Awarded)

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Signed:

APPENDIX 2: ICT CODE OF CONDUCT

The ICT systems are owned by the School: they may be used by pupils to further their education and by staff to enhance their professional activities including teaching, research, administration and management. The School's ICT code of conduct is intended to protect all parties – the boys, the staff and the School.

The School reserves the right to examine or delete any files that may be held on its computer system and will, on a regular basis, monitor internet sites visited. The School uses an internet service provider offering filtered access.

Boys requesting ICT access should have parental consent confirming that they understand their responsibilities and will abide by the following code of conduct.

- All internet activity should be relevant and appropriate to the boy's education.
- Access should only be made via the authorised password, which should not be made available to any other person.
- Activity which threatens the integrity of the school ICT systems, or activity which attacks or corrupts other systems, is strictly forbidden.
- Use of school ICT systems for personal financial gain, gambling, political purpose or advertising is strictly forbidden.
- Copyright of materials must be respected; if information is obtained from the internet, any directly quoted material must be clearly specified and its source listed in the bibliography.
- 'Chat-lines' must not be used.
- Use of the network to access inappropriate material such as pornographic, racist or offensive material is strictly forbidden.
- Boys must exercise discernment and report inappropriate material.
- Boys must understand that the network will be monitored constantly and any infringement will be reported to the Head Master, Head of Pre-Prep or Deputy Head (Pastoral).
- Boys contravening these guidelines will immediately be removed from the network and be subject to the School's pupil behaviour policy.



Please return the completed form to Miss Lucy Auger by **1st September**.

lauger@choirschool.com

Parent – Pupil – School agreement

My son and I have read the ICT code of conduct and agree to follow it, using the ICT facilities appropriately for educational purposes.

Full name of pupil
(PRINT
CLEARLY)

.....

Pupil signature

.....

Name of
Parent/Guardian
(PRINT
CLEARLY)

.....

Parent/Guardian
signature

.....

Date

.....

APPENDIX 3: PREP DIARY CODE OF CONDUCT

CODE OF CONDUCT

As a pupil of WCCS I will...

1. Treat others in the way I would like to be treated by
 - Showing Christian love to of all my fellow pupils
 - Showing courtesy to everyone
 - Willingly helping others
2. Develop my God-given talents in my work, my music, and my games by being
 - Punctual
 - Prepared
 - Enthusiastic
3. Help to make WCCS a safe, healthy and tidy environment by
 - Moving around the School calmly
 - Observing all safety practices
 - Keeping my possessions tidy

Signed by:

Pupil _____

Parent _____

Head Master 