



## WESTMINSTER UNDER SCHOOL

### POLICY ON BEHAVIOUR, REWARDS AND SANCTIONS

#### INTRODUCTION

This *'Policy on Behaviour, Rewards and Sanctions'* is designed to promote exceptional standards of behaviour in and around Westminster Under School ("the School") and on any School visit or activity.

This Policy is implemented with a view to encouraging positive behaviour and has high expectations of the boys' behaviour. The School believes good behaviour is linked to positive relationships between staff and pupils and believes that praise and consistent positive reinforcement of behaviour is essential. This Policy seeks to promote an excellent teaching and learning environment in which all pupils can realise their potential. It recognises the School's duty to safeguard and protect the welfare of all pupils, and to take action against inequalities and discrimination of any kind. It is built on a culture of mutual respect between pupils, staff and parents, and has been drawn up in consultation with the School community. The School recognises that sometimes boys will make mistakes but sees these as learning opportunities in themselves.

#### SCHOOL RULES

In order that all members of the community can enforce the school rules with ease at all times and so that the boys are clear on the expectations, the school has three simple WUS Rules and also a Code of Conduct. The school rules are visually displayed in the School building and the Code of Conduct is in every classroom. Both are printed in the School diaries. Importantly, the School Rules and the Code of Conduct are directly linked to the School's Six Core Values which are embedded throughout the school.

Expectations of the WUS Rules and Code of Conduct are clearly explained in whole school assemblies, Year Group assemblies, House assemblies and are also reinforced by Form Teachers during Form Time and PSHEE and teachers during and between lessons.

#### WUS Rules – "We are WUS"

- **WE** are **WUS** – the "spirit of the school" is to try to be the best version of ourselves, take pride in our school and uphold the highest levels of behaviour even when no one else is looking. (Linked to Core Values: **Integrity, Commitment**).
- **USE** our brains and good manners at all time to respect each other, our teachers and our environment. (Linked to Core Values: **Service, Compassion**).
- **SHOW** up ready to learn, participate, try our best and enjoy our learning (Linked to Core Values: **Diligence, Resourcefulness**).

## **WUS Code of Conduct**

The school Code of Conduct is directly linked to our six Core Values:

### **We are committed (COMMITMENT):**

To observing the School Code of Conduct to the best of our abilities at all times.

To following the WUS Rules, “We are WUS”

### **We are diligent (DILIGENCE):**

We try our best to make a positive contribution in lessons and to the School.

We tell a member of staff if we see anything that might harm us or someone else.

We hand lost property back to the owner or to a member of staff.

We walk quietly at all times in the building, keeping to the left, paying attention to others at all times.

We wear our uniform correctly to, and from, School and look after our belongings.

### **We serve others (SERVICE):**

We show respect for other people, their opinions, their belongings and their personal space such as lockers.

We use good manners at all times

We are helpful.

We always conduct ourselves in a safe and proper manner; being careful not to injure ourselves and others.

### **We are compassionate (COMPASSION):**

We always endeavour to be kind.

### **We are resourceful (RESOURCEFULNESS):**

We think for ourselves, but we also know to tell a member of staff as soon as possible if we see anything that makes us uncomfortable.

We bring the correct equipment and books to lessons and arrive on time.

### **We show integrity (INTEGRITY):**

We always tell the truth, even if it is hard admitting our mistakes.

## REWARDS

The School takes pride in celebrating the success of its pupils and in communicating this success both to them and to their parents. The School believes that celebrating successes is a far better form of motivation than the use of sanctions. Teachers celebrate pupil successes in the classroom and seek to provide positive constructive feedback. In addition to this the School has a number of more formal means of recognising outstanding effort, behaviour or attainment.

### Dignius (or 'Digs')

The normal reward for good work, effort, diligence or behaviours that reflect the core values is a **dignius** (plural **digniora**), a Latin term meaning 'a worthy or commendable thing'. Pupils usually call these 'digs' and they are recorded by staff on class lists.

During the term House Tutors provide regular updates on how many digs each pupil has earned on the House Notice Board and, at the end of term, they are calculated and included in the House competition.

### Praemium & Dignissimum

Exceptionally good, or excellent, pieces of work and may receive a **Praemium** (a 'prize') in Years 3 – 5, or a **Dignissimum** ('something very worthy') in Years 6 – 8, from the Master. This achievement will be acknowledged in Assembly.

School Prizes are given for a range of things, both academic and extra-curricular, at the end of term 'final assembly'. Achievements, news about individuals and successes are communicated in the Master's Newsletter to parents and the School magazine.

### Beneficium

Pupils who demonstrate exemplary behaviour within the School's Core Values may receive a **Beneficium** ('kindness, favour, benefit, service, support, promotion, mediation') in Years 3 – 8. Boys are nominated by a member of staff and will receive the award in Assembly from the Master. In addition, boys may be awarded a Core Values certificate in whole school, year group and house assemblies.

## BEHAVIOUR MONITORING

### The Curae

The use of 'curae' is available across Years 5 – 8. 'Curae' are a classroom tool designed to track and monitor repeated low level behaviours which might be indicative of a wider issue that may be underlying. For example, a learning difficulty. If a boy displays negative classroom behaviours, he will receive a cura. Importantly, the purpose of curae is not to punish, but to build up a picture and ascertain if there is something behind the behaviour.

Primarily, curae should act as an early warning system for undetected SEND, or other Pastoral rather than behavioural issues. The School takes the view that repeated disruptive or unhelpful behaviour is often likely to have a reason behind it and seeks to help the pupil by constructively unpicking the reasons behind repeated poor behaviour and organisational issues and helping them to move forward.

## **Cura(e) Meeting**

Boys must be clearly informed by those issuing a cura that they have one. It should not be viewed as a punishment, but more a target to improve organisation/low level disruption. If a boy receives three or more curae in a week, then this might be a sign that something is awry and, in the first instance, he would see his Head of Year at break time on the following day to discuss this in a restorative manner. (See Appendix C).

If a pattern begins to emerge (for example two week's in row with three or more curae) the HoY would inform the Assistant Master Pastoral who would meet with the boy and (in conjunction with consultation with the boy's Form Teacher, HoY, and, where appropriate, SENDCo) would formulate a plan of action to help the boy improve.

Where it is deemed there is no underlying issue or reason for the behaviour, other sanctions within the policy will be employed as appropriate.

## **SANCTIONS**

The School recognises that sometimes Boys will make mistakes but sees these as learning opportunities in themselves. Sanctions play a part in this, but can take the form of a stern word or the reporting of a boy to his Form Teacher, Head of Year or to the Assistant Master Pastoral.

Within the classroom setting, it is the responsibility of the teacher to hold high levels of behaviour expectations and to model desirable characteristics. The standards (such as arriving on time, greeting pupils as they arrive for the lesson) set by the teacher should encourage high levels of care and attention from the boys and, in the first instance, behaviour should be managed by the teacher. There will be occasions, when a word/look from the teacher is not sufficient and, in these instances, the School employs a scale of formal sanctions with clear understanding of whose responsibility it is to apply them at the appropriate level (See Appendix A). This includes Form Teachers<sup>1</sup>, Heads of Year, the Assistant Master Pastoral, the Deputy Master and the Master. Importantly, each formal sanction leads to a restorative conversation with the aim of helping the boy to see why his behaviour is wrong and to help improve going forward (See Appendix B)

## **Scelus**

A **scelus** (plural **scelera**) – a Latin term - may be given for unacceptable behaviour (outlined below). Boys and teachers usually call these 'scels'. In most cases a warning should be issued before a scelus is awarded. A scelus results in two digniora being removed from the boy's tally.

A scelus should not be issued lightly, examples of behaviours that warrant a scelus are:

- i. Dishonesty
- ii. Any physical actions that hurt or cause hurt to another boy
- iii. Malicious Damage
- iv. Disrespectful behaviour
- v. Repeated disobedience

Scelus are not to be used to deal with organisational failings or breaches of uniform in the first instance, but can be awarded for repeated infractions. Any SEND issues should be taken into account by anyone issuing sanctions for organisational breaches.

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<sup>1</sup> Form Teachers are known as "Class Teachers" in Years 3 and 4 and "Form Tutors" in Years 5 to 8

If any pupil is giving cause for concern, there are various methods by which staff will try to support him. The Form Teacher will be responsible for attempting to resolve any problems in the first instance, but with the support of the Pastoral team when needed. Importantly, there is follow up (see below) for each scel received with the purpose of aiming to help the boy see why his behaviour is destructive and also to help ascertain if there is something bothering him and a reason behind his poor behaviour choices.

### **Dots**

Dots are issued in Years 3 - 4 only, three dots leads to a restorative conversation with the Head of Juniors. Dots, like scels, are logged.

### **Referral Procedure**

A scel will always lead to a referral, typically following the structure outlined below. However, there may be occasions when it is deemed necessary to not follow this structure and escalate more quickly.

### **Form Teacher Referral (this could take place with Form Support Teacher)**

If a boy receives one scel he will have a brief restorative conversation (see Appendix C) with his Form Teacher.

### **Head of Year Referral**

The accumulation of two scels in a two-week period of time will result in a **referral** to the Head of Year for a restorative conversation.

### **Assistant Master Pastoral Referral**

The accumulation of three scels in a two-week period or two Head of Year referrals in a Half Term will result in a referral to the Assistant Head Pastoral for a restorative conversation and, if considered appropriate, a missed break.

### **Referral to the Deputy Master**

If a boy exceeds the above, he will be referred to the Deputy Master for disciplinary action such as school detention (see below).

### **Referral to the Master**

Can be awarded in rare circumstances and only after all other methods have been exhausted.

### **Direct Referral**

Any member of staff may make a **Direct Referral**, ordinarily to the Assistant Master Pastoral or the Deputy Master and/or the Master, if appropriate. If a member of staff feels that counselling or study support may be appropriate, they should refer to the Assistant Master Pastoral who will make an assessment and refer as appropriate. Where necessary, pupils may be referred to external organisations for specific support.

### **School Detention**

A School Detention may be given for persistent misbehaviour or a single serious offence. A School Detention is also triggered when a boy receives a referral to the Deputy Master. A School Detention takes place on any day for 40 minutes at the end of the school day. Twenty-four hours' notice will be given to parents and a detention letter sent home signed by the Deputy Master. Attendance at detention takes priority over all other activities, at the discretion of the Assistant Master Pastoral. The Assistant Master Pastoral keeps a Record of Detentions, the statistics of which are reported to Governors.

### **A Master's Detention**

Can be issued for serious breaches of discipline or through repeated referrals. A Master's Detention will always trigger formal discussions with parents, but these are likely to have already taken place if it follows gradual escalation as outlined above.

### **Serious Misbehaviour**

In the event of serious misbehaviour, a decision to exclude a pupil from the School, either temporarily or permanently, may be taken by the Master. Exclusions are reported to the Chairman of the Governing Body. The procedure for appealing against an exclusion is set out in the Complaints Procedure to be found on the School website. A record is kept of the sanctions imposed upon pupils for serious misbehaviour and is held by the Master.

In all matters of behaviour, the School will aim to communicate and work in partnership with the parents.

### **Exclusion**

An exclusion may be considered:

- i. Where a boy has exhausted other sanctions and has not amended his behaviour.
- ii. Where a boy poses a threat to peers or teaching staff.
- iii. Where a boy has persistently bullied
- iv. Where a boy has brought or fashioned a weapon
- v. Where a boy has brought illegal objects or materials on site
- vi. Where a boy commits an otherwise serious breach of school rules

For Exclusion Procedures see Appendix C

## **ROLES AND RESPONSIBILITIES**

**All teachers** have a responsibility to maintain School discipline throughout the school day (for example: within the classroom, transitions between lessons and during lunch) and to manage the behaviour of pupils. They will have high expectations of pupils' behaviour and will be prepared to talk through and engage with issues of behaviour before considering the application of sanctions.

**Form Teachers (assisted by Form Support)** have responsibility for the safety and behaviour of pupils in their forms. They are expected to have high expectations, maintain good discipline, to help pupils develop self-discipline, and to encourage and reward effort and achievement in all spheres of School life. They should be the first and main point of contact with parents and staff about all aspects of a pupil's behaviour and development. They will be informed and consulted by all members of staff about issues involving pupils in their form.

**The Pastoral Team [Assistant Master Pastoral & HsOY's]** oversee all behavioural issues within the School. They will support Form Teachers and pupils on a day to day basis.

**The Master** is responsible to the Governing Body for ensuring appropriate standards of discipline within the School and for the promotion of positive behaviour. The Master will determine the main principles behind any behavioural policy and ensure that it does not conflict with other School Policies. The Master will determine all issues of exclusion.

**The Governing Body** endorses the principles underlying the Policy and requires the Master to ensure appropriate standards of discipline within the School.

This Policy will be reviewed regularly by the SMT in consultation with the Master, and will be submitted for approval to the Governing Body after any substantial revisions

Appendix A

## **Whom to Contact**

### **Internal**

#### **The Master**

The Master is happy to discuss any Pupil issue with any member of Staff and has an 'open door' policy. But in the first instance Staff may wish to raise their concerns with other colleagues.

In accordance with the 'Behaviour Policy', in the event of a major disciplinary infraction that warrants immediate action, the Master must be informed. In the absence of the Master, the Deputy Master ought to be informed.

#### **Form Teacher (Assisted by Form Support)**

The Form Teacher is the first point of contact for any issue relating to a Boy in their charge. Whether with respect to pastoral, disciplinary or academic matters Form Teachers must be kept informed either through a cc'd email, direct one to one conversation or, if appropriate, via the telephone.

In most cases, the Form Teacher will be primarily involved in any resolution. However, if a member of the teaching staff feels the need to raise a more complex academic matter they may wish to contact their Head of Department (HOD) while continuing to keep the relevant Form Teacher informed.

Likewise, if a member of teaching staff feels that a pastoral concern or disciplinary matter requires escalation they ought to contact either their Head of Year or the Designated Safeguarding Lead (if appropriate) and, where possible, keep the relevant Form Teacher informed.

#### **Head of Department (HOD)**

If a member of teaching staff has a particular concern about a boy's progress in their lesson, the course content or any other subject related matter they may wish to contact their Head of Department.

#### **Head of Year (HsOY)**

If a member of teaching staff has a pastoral, disciplinary or administrative question or concern that cannot be dealt with by the Form Tutor they ought to contact the relevant Head of Year. Teaching Staff ought, where appropriate, to keep the relevant Form Tutor fully apprised of any such communication. Likewise, where a Form Teacher has been contacted regarding a pastoral, disciplinary or administrative question or concern the HoY ought to be cc'd in any correspondence.

#### **Assistant Master Pastoral (Deputing Designated Safeguarding Lead)**

Heads of Year may also wish to refer Boys to the Assistant Master Pastoral for repeated disciplinary infractions through either gradual escalation in accordance with the 'Behaviour Policy' or for major disciplinary infractions that warrant immediate escalation.

Any member of Staff may make a direct referral but the relevant Form Teacher and Head of Year must also be made aware.

#### **Deputy Master (Designated Safeguarding Lead)**

Any member of staff with a concern about the welfare of a child or who has seen or heard anything that may compromise the School's commitment to safeguarding must bring it to the attention of the DSL [david.bratt@westminster.org](mailto:david.bratt@westminster.org) or one of the DDSL's ([hannah.lloyd@westminster.org.uk](mailto:hannah.lloyd@westminster.org.uk) or [rupert.candy@westminster.org.uk](mailto:rupert.candy@westminster.org.uk) or [michael.woodside@westminster.org.uk](mailto:michael.woodside@westminster.org.uk)) immediately.

## A Restorative Approach

The purpose of a restorative approach to behaviour resolution is to shift the focus from one of, “school rules have been broken” to an understanding of the consequence of school rules being broken, “people and relationships have been harmed.” In a traditional approach to behaviour management, justice often focuses on establishing guilt, whilst with a restorative approach justice identifies needs and responsibility. Furthermore, rather than an emphasis on punishment, a restorative approach focuses on accountability and understanding the impact and repairing harm done. A restorative approach will often take a 360 view, including all parties in the restoration. Overall, a restorative approach, encourages the pupil to take responsibility for their behaviour, to apologise for harm caused and to work towards positive outcomes.

### Six Simple Restorative Questions

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done/what has happened?
- How have they been affected?
- What do you think you need to do to make things right?

### Four Questions for someone who has been hurt

- What did you think when it happened?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

## THE SCHOOL'S CORE VALUES

### **DILIGENCE**

(hardworking, persistent, resilient)

### **SERVICE**

(generosity, enterprise/charity, leadership, stewardship)

### **COMPASSION**

(kind, empathetic, humble)

### **RESOURCEFULNESS**

(creative, risk-taker, dynamic, outward looking)

### **COMMITMENT**

(to a larger community, a family, a belief system, cultural models, sustainability, environment)

### **INTEGRITY**

(honest, trustworthy, modest and respectful)

## Exclusion Procedure

### **1. Investigation**

In a circumstance where there is a potential exclusion a pupil must expect to be suspended while the matter is investigated. In usual circumstances the Master will ask a member of the Senior Management to interview and/or collect details of the circumstances and all relevant information. Any written statements will be made in the presence of a neutral adult and will be attributed, signed and dated after the pupil or member of staff has had a chance to read and correct it. It will be countersigned by the person collecting the evidence and the witness to the statement.

When a pupil is suspended parents are informed immediately; otherwise they will be informed after evidence or statements have been gathered. If a pupil is suspended then there is clearly an obligation on the School to act as quickly as possible to bring the decision process to a conclusion. If delay is inevitable, as far as practicable arrangements will be made for work to be set and marked during the suspension.

### **2. Information**

When the investigation is complete, it may be the case that after reviewing the evidence gathered the Master will decide that a lesser sanction may be applied without the necessity for a hearing. In this case this procedure will stop at this stage and the parents and pupil will be informed of the sanction to be applied.

If a hearing is considered necessary the Master will inform pupil and parents of the allegation in as much detail as possible and will give them a copy of all the evidence that the School will use in coming to a decision. In advance of any hearing, pupil and parents will have an opportunity to add to the evidence before committing themselves to a time for a hearing.

### **3. Hearing**

The Master will conduct separate hearings with each pupil and his/her parents(s), with, in addition, the possibility of a friend being present. The role of the friend is to be supportive and not to take any active part in the hearing, nor to make representation, but may be important if for example a parent is ill or the first language of the parent is not English. If a supporter is to be present the Master must be informed in advance. The Master will invite a member of the School to be a witness to the hearing. When the Master has explained the nature of the allegations, their possible consequences, and asked any further questions, pupil and parents will have an opportunity to ask questions and comment. The objective at all times is for the Master to establish clearly all the relevant facts in order for him to come to a decision and for pupil and parents to be fully aware what all those facts are. Notes will be taken of this meeting. The Master will adjourn in order to consider his decision.

### **4. Sanction**

As soon as possible the Master will communicate the decision to all parties and confirm this in writing, including what sanctions may be applied, when they will take effect and the reasons.

The School reserves the right to inform the police, with or without prior notification to parents, where a criminal offence has or may have been committed. School sanctions, including exclusion, may still be decided upon without awaiting the outcome of any police investigation or criminal process.

### **5. Appeal**

If parents are unable to agree with the decision of the Master they of course have a right of appeal. Any complaint by parents relating to the exclusion of their son be dealt with as an appeal under this procedure rather than under the School's Complaints Policy. Parents should write within four weeks to:

The Secretary to the Governing Body  
Westminster Under School  
17 Dean's Yard  
London  
SW1P 3PB

The letter should set out in full the points of disagreement.

A Panel of the Governing Body will be convened to hear their concerns; this will comprise two Governors and a Chairman who is independent of the management and running of the School.

The Secretary to the Governing Body will acknowledge the receipt of the letter of concern and will schedule a meeting to take place within 14 working days or as soon as practicable thereafter.

In most cases it will be appropriate for the Panel to conduct a review of the fairness of the Master's decision and the sanction imposed without making its own findings of fact or carrying out any further investigation. However, in appropriate cases the Panel may instead decide to conduct the appeal as a re-hearing, which would involve considering the available evidence afresh, gathering further evidence if necessary and making its own findings of fact in relation to the events which resulted in the decision to exclude.

At the Panel hearing, the usual format would include the Master presenting the reasons for his decision to the Panel and the parents explaining their grounds for appeal.

Parents may be accompanied to this meeting by their son and one other person in support. Parents are asked to notify the Secretary to the Governing Body, in advance of the hearing, of the details of any person accompanying them.