



Myddelton College

Denbigh, Denbighshire, LL16 3EN

PROMOTING GOOD BEHAVIOUR

INTRODUCTION

Part 1 of this policy is intended to set out the standards to which we aspire and which we expect all our students to achieve. Part 2 of this policy describes the procedures and guidelines, which will be adapted as necessary, explaining the consequences in the event of a breach of college discipline. This policy should be read in conjunction with the following other documents; The Child Protection and Safeguarding Policy, the Anti-Bullying Policy, the Complaints Procedure and the Educational Visits Policy all of which are available to parents upon request. Copies of these documents are located on the school website. All Parents will be expected to read this policy and Myddelton College's Code of Conduct guidelines (see article 1.2). This policy and the College Rules (these can be found in the student handbook) will be reinforced periodically at assemblies and at other times. College Rules can also be found prominently displayed in all Boarding Houses where they are implemented more by encouragement and approval than by punitive measures. Infringements of these rules are often dealt with as part of the broader pastoral process and emphasis is placed upon the educational value of mistakes and on finding a positive outcome in disciplinary situations. Pupils are expected to know and understand the College Rules.

Every effort will be made to help the students behave appropriately. Staff will be expected to lead by example and will model courteous and considerate behaviour. Students will be treated with respect and good manners used towards them. In return, staff and visitors will expect to be treated politely and respectfully by the students.

Whilst for the majority of our students good behaviour will be the norm, we understand some students will be working towards appropriate behaviours. We intend to use a stepped approach to behaviour improvement, with short term goals negotiated and agreed. There will be clear explanation of expectations in terms of reduced instances of inappropriate behaviour and each student who is working on behaviour targets will have an individual behaviour plan. All staff members will be made aware of the targets on the behaviour plan and will use strategies outlined as being most successful for supporting the student.

Myddelton College seeks to create an environment that encourages, reinforces and supports positive, acceptable behaviour promoting the positive learning. It is also recognised that the wider society expects acceptable behaviour as an important outcome of the education process. As such, students should promote and display positive, appropriate behaviour and become role models for their peers.

Myddelton College, as a learning community, is committed to ensure success for all. This means that in all work with young people we will aim to ensure that they do the following

- Achieve their potential and enjoy their learning
- Achieve economic wellbeing
- Stay healthy
- Stay safe
- Make a positive contribution to the school, the community and the wider world

The College will promote standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility for self and others.

PART 1

1.1 POLICY AIMS

1. To enable the Headmaster to carry out his responsibilities of promoting good behaviour, maintaining order and good discipline in the College, and setting a range of appropriate sanctions to be adopted in the event of student misbehaviour.
2. To ensure, so far as possible, that every pupil in this College is able to benefit from and make his/her full contribution to the life of the College, consistent always with the needs of the College community.
3. To authorise the College Codes of Conduct Guidelines (see below) and College Rules (which can be found in the student handbook) and any procedures necessary for implementing them.

1.2 CODE OF CONDUCT GUIDELINES

Students and staff of Myddelton College are expected to act with DECENCY and KINDNESS. The College sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. The school expects the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. Students must show CONSIDERATION at all times: they must

- do their best to act with honesty and integrity and to treat all members of the College community and the public with respect, courtesy and kindness
- arrive calmly, punctually and correctly equipped for each lesson
- arrive promptly for registration
- listen carefully and use their time in class appropriately and effectively
- not disturb teaching, or the learning of others
- write down any prep to be undertaken, complete it and hand it in on time
- take responsibility for their own safety and that of others
- behave calmly and sensibly when moving around school, when waiting for lessons and when not directly supervised
- take care of the school environment, ensuring that everybody's property is respected and safeguarded
- follow the college policy on uniform
- follow the college policy regarding mobile phones

1.3 IMPLEMENTATION

The Code of Conduct Guidelines are approved by the Headmaster. The Codes of Conduct Guidelines are necessary for the safety and well-being of everyone at the College, for the reputation of the College community as a whole, for the protection of College property and the wider environment.

The College Code of Conduct Guidelines applies to all age groups and at all times when the pupil is

- at College, representing the College or could be identified as a member of the College during term time
- during the holiday period when a student has chosen to remain resident in the College
- travelling to and from College
- associated with the College in any way

1.4 INVOLVEMENT OF PUPILS AND POSITIVE BEHAVIOUR

Ethos of and respect for the College is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, form time and via the School Council which meets regularly. The College's rules and regulations are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour as set out briefly below (for full details see Appendix 1):

- The College's E-Praise merits system allows All academic teachers to reward pupils for their endeavours in contributing to the three pillars of Myddelton College; Resilience, Scholarship and Fellowship.
- Pupils who make consistent or widespread contributions to the college community would receive a level two reward form either a Head of Faculty or Head of House as appropriate.
- Outstanding achievement in examinations is recognised with a special award from a member of staff in the form of a Postcard home in addition to merits.
- Positive contributions to any of the three pillars of Myddelton College that have an impact on the wider community beyond the school will receive Level 4 rewards.
- Housemasters will also draw attention to examples of achievement, contribution to boarding life and good conduct in their regular House meetings and appropriate rewards will be added on E-praise.

Heads of House are in regular contact with parents and communicate 'good news' both formally and informally. In addition to this, the Headmaster recognises particular achievements of pupils in his regular letters to parents.

Along with a code of conduct, a set of 'expected behaviours' provide clarity over the minimum level of positive engagement and attitudes expected of members of the College community. These expected behaviours are listed at the end of this document as an appendix.

Part 2

2.1 BREACHES OF COLLEGE DISCIPLINE

The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions are consistently applied by academic & Boarding staff using the appropriate impact levels detailed in Appendix 1. Examples of sanctions include:

- Level 1 breaches of conduct that demonstrate a lack of Resilience, Fellowship or Scholarship will result in accumulation of De-merits.
- Level 2 breaches of conduct that show a persistent or widespread lack of resilience, Scholarship or Fellowship would result. Accumulation of 10 de-merits in a week would result in a pupils being placed in and afterschool SLT detention the following Monday. Heads of Houses would follow such disciplinary measures with a discussion with the pupil to help them identify their negative behaviours and develop strategies to avoid repeat offences.
- Level 3 breaches of conduct for behaviours that have a directly negative impact on others in the school community or demonstrate a lack of willingness to respond to lower lever sanctions would result in a phone call home to parents to discuss further ways in supporting the pupil recognise the negative consequences of their action. A pupil may be issued with a behaviour agreement at this point which is filled out by the pupil in consultation with either their Head of House or a member of the SLT team as appropriate.
- Level 4 Breaches of conduct for behaviours that endanger the safety of pupils, those around them or the reputation of the school in the wider community will be treated with the utmost seriousness. Such breaches are likely to result in the temporary suspension of a pupil, Parent's will be called in for a meeting with the Headmaster & SLT team and where needed a final behaviour contract may be issued.

The College's policy on discipline and exclusions is set out on the website, and all parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Headmaster can impose for serious breaches of the conduct, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- to be in the possession of weapons, pornographic material, stolen items or fireworks
- drug, alcohol and tobacco abuse
- theft
- bullying
- physical assault/threatening behaviour, fighting
- sexual harassment
- racist, emotional or sexist abuse
- sexual misconduct
- damage to property
- persistent disruptive behaviour
- parental behaviour

2.2 EXPULSION

A student is liable to expulsion for a grave breach of College discipline, for example, this might be a serious criminal offence or some wilful act calculated to cause serious damage to the College, its community or any of its members. Upon expulsion, the student's name will be expunged from the roll of the College and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the term of expulsion shall be payable.

The Headmaster is required to act fairly and in accordance with the principles of natural justice and not to expel a student other than in grave circumstances.

2.3 REQUIREMENT TO LEAVE

For a serious breach of College discipline falling short of one for which expulsion is necessary, but such that the student cannot expect to remain a member of the College community, the student may be required to leave permanently. Subject to payment of all outstanding fees the student will be given reasonable assistance in making a fresh start at another school.

2.4 SUSPENSION

A student may be placed under suspension for up to fourteen days while a complaint is investigated or as a sanction in its own right.

2.5 INTERNAL SUSPENSION

A student may be detained for a serious breach of discipline when suspension is felt to be inappropriate. This detention would typically last from 9am until 9pm with students allowed to leave the detention room only for toilet breaks and meals. This internal suspension could last for a period of up to 5 days, but is normally a weekend.

2.6 DETENTION

A student may be placed in detention where, in the opinion of a member of the teaching staff, a detention is a reasonable response to a breach of College discipline. These sanctions will form part of the College's permanent disciplinary record but details of detentions will not be passed on in references and communications with other institutions unless requested by those institutions or deemed appropriate by the Principal.

2.7 APPEALS

Parents are entitled to ask for a Directors' Review of a decision to expel or to require the student to leave for disciplinary reasons. The form of application for a review and the review procedures will be supplied to parents on request at the time of the original decision.

There will be no right to a Directors' Review of other sanctions, but a student who feels aggrieved may ask his or her tutor or the Head of Pastoral or the Academic Head to take up his/her concerns with the member of staff who imposed the sanction.

A parent or student who remains dissatisfied with the response to a concern raised may request a copy of the College Complaints Policy Procedure (this can also be found on the College website).

2.8 CONDUCTING SEARCHES OF PUPILS & BELONGINGS AND CONFISCATION (see also additional Staff policy on the conduct of searches)

The college reserves the right to search pupils and their belongings when there is reason to suspect they are in possession of contraband items such as;

- weapons, pornographic material, stolen items or fireworks
- Unauthorised Prescription drugs that could pose a risk to themselves or other pupils
- Illegal drugs, alcohol and tobacco

Any searches will always be undertaken in the presence of two staff members with the direct permission of the Headmaster, DSL or Head of Boarding.

No personal searches of pupils will take place but pupils should on request turn out their pockets or bag. The college further reserves the right, where there is reasonable suspicion of a disciplinary

offence, to inspect and monitor the use of computers and mobile phones and may confiscate these if they have been used inappropriately.

In the case of such a search being conducted a search incident form will be completed and parent's will be contacted.

2.9 PHYSICAL RESTRAINT (Additional detail held in separate RESTRAINTS POLICY)

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables College staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the head teacher has authorised to have control or charge of pupils"*

Key Staff will be trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance entitled 'Restraint' which includes:

- *"The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"*
- *"The chances of achieving the desired result by other means"*
- *"The relative risks associated with physical intervention compared with using other strategies"*

Every member of staff will inform the Head immediately after he/she has needed to restrain a pupil physically. The College will always inform a parent when it has been necessary to use physical restraint and invite them to the school, so that we can, if necessary, agree a protocol/ regime for managing that individual pupil's behaviour.

The Directors endorse the principles underpinning the policy and require the Head to ensure appropriate standards of discipline within the school.

September 2015

Review date July 2017

Version History:

| Version | Status | Author | Date | Comments |
|---------|---------------|--------|-----------|--|
| 1 | Initial Draft | Jemima | July/2015 | Initial draft for discussion |
| 2 | First review | AJH | Sept/2015 | To bring in line with College Handbook |
| 3 | Second review | ADA | Jan 2017 | To bring in line with alterations to day-to-day disciplinary procedures used by Staff. |
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Academic Expectations

The aim of creating and sharing expected academic behaviours with students and teachers is so that we can develop in them the habits that are needed to be successful at learners at Myddelton College and beyond. These expectations need to permeate through all aspects of College life and be communicated to students in lessons, assemblies, report, corridors and tutor sessions etc. In order to have a coherent approach to behaviour and learning these need to be integrated with the 21st Century Learning rubrics and fully embedded into a rewards and sanctions system.

Expected Behaviours

Expected behaviours sets out the day to day conduct expected of a Myddelton College student

A Myddelton College Student will...

1. Always wear their school uniform with pride and ensure it is perfect at the start and end of every lesson.
2. Arrive fully equipped to every lesson with adequate charge on their surface device.
3. Access the class OneNote prior to each lesson and complete the prior learning activity (PLA).
4. Be punctual at all times of the day.
5. Be polite, friendly and courteous at all times, greeting your teacher as you enter the classroom.
6. Actively participate in every lesson and take ownership of their own learning.
7. Address all members of staff using their surname and appropriate title.
8. Exercise self-regulation at all times and do the right thing even when no one is watching
9. Show resilience and persevere with all aspects of College life

Within the Boarding environment, boarders will ...

1. Show respect for yourself, others, and the boarding environment.
2. Accept responsibility for yourself, your learning, your activities and your behaviour. Turn up to all activities and lessons on time.
3. Show an awareness and understanding of the needs of others

4. Lead by example
5. Treat all school staff and prefects with respect.
6. Keep rooms and communal areas neat and tidy.
7. Play an active role in the boarding community
8. Inform staff of concerns for yourself or others.
9. Immediately report to staff any incidents of bullying, theft, unusual behaviour, or visitors.
10. Help create a happy, safe and secure boarding environment.

Expected Teaching Characteristics and Behaviours

Expected teaching characteristics, behaviours and qualities that a teacher at Myddelton College will display.

A Myddelton College your teacher will....

1. Be punctual at all times of the day.
2. Be polite and courteous at all times, greeting their students as they enter the classroom.
3. Address students appropriately and model the expected behaviours of the College.
4. Prepare stimulating and thought provoking enquiry questions
5. Support and challenge students in their learning
6. Provide written and verbal feedback on work to help students progress
7. Live the values of 21st Century Learning
8. Collaborate with other teachers to prepare an integrated curriculum
9. Inspire and motivate students to want to study their subjects
10. Treat all students equally and in a professional manner.

And within the boarding environment, staff will ...

1. Respect the privacy of students
2. Treat students with respect and in a professional manner
3. Be courteous to students, staff, parents or visitors.
4. Report any issues arising to the Housemaster or the Head of Boarding.
5. Be punctual and in the boarding house for the start of duties
6. Ensure an effective handover to other boarding staff with discussion or record of any incidents.
7. Be on hand to help with academic support if needed.
8. Follow up any students or groups missing when registers are taken, check minibus registers and sign-out books and take steps to locate.
9. Challenge any unauthorised visitors to the boarding areas.
10. Promote a happy, safe and secure boarding environment.

Appendix 1.

Positive contributions & Rewards

| Level | Indicators of Level | Reward | Supervised by |
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| <p>Level 4</p> <p>OUTSTANDING APPROACH</p> | <p>Long term, widespread positive influence:</p> <p>Any one of the following attributes would lead to the award of 4 merits</p> <ul style="list-style-type: none"> • Constantly seeking out more challenging tasks by completing extension tasks in every lesson demonstrating an excellent level of resilience. • Consistently outstanding approach to Scholarship as demonstrated by achieving excellent standards or outstanding improvements in attainment. • Consistently outstanding behaviour promoting good Fellowship and making the pupil a role model within the school community | <p>Awards made in the end of term assembly by the Headmaster</p> | <p>Headmaster & Deputy Headmaster</p> |

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| <p>Level 3</p> <p>CONSISTENTLY POSITIVE APPROACH</p> | <p>Any one of the following attributes would lead to the award of 3 merits</p> <ul style="list-style-type: none"> • Consistent good levels of Resilience such as persevering with a challenging tasks in multiple lessons • Demonstrating a consistently good approach to Scholarship such as an improved quality in classwork or work produced is of a very high standard in multiple lessons. • Consistently demonstrating good Fellowship by collaborating well to complete group work and showing kindness to others who are in need of support. | <p>Accumulation of 10 merits in one week will automatically result in a postcard Home to Parents from House leaders.</p> <p>Names to be read out in the following assembly</p> | <p>House leaders & SLT</p> |
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| Level 2 | | | |

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| <p style="text-align: center;">POSITIVE APPROACH</p> | <p>Any of the following would result in a pupil being awarded 2 merits</p> <ul style="list-style-type: none"> • Good levels of Resilience such as persevering with a challenging tasks in multiple lessons • Demonstrating good Scholarship such as an improved quality in classwork or work produced is of a very high standard in multiple lessons. • Regularly demonstrating good Fellowship by collaborating well to complete group work and showing kindness to others who are in need of support. | <p>House leaders will read out names of those pupils who accumulate more than 5 merits in a week during the following tutorial.</p> | <p>All Staff & House Leaders</p> |
| <p style="text-align: center;">Level 1 POSITIVE ATTITUDE</p> | <p>For the following attributes a pupil could be awarded 1 merit</p> <ul style="list-style-type: none"> • Any action that | <p>For any actions that demonstrate positive approach 1 Merit will be awarded on E praise.</p> | <p>All members of Staff</p> |

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| | <p>demonstrates Resilience such as persevering with a challenging task</p> <ul style="list-style-type: none"> Any action that demonstrates Scholarship such as an improved quality in classwork or work produced is of a very high standard. Any action that demonstrates Fellowship such as collaborating well to complete group work or showing kindness to others who are in need of support. | | |
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Negative behaviour & Consequences

| Level | Indicators of Level | Consequence | Supervised by |
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| <p>Level 4: SEVERE IMPACT</p> | <p>Any one of the following negative behaviours would result in 4 de-merits</p> <p>Failing to respond to behaviour</p> | <p>Potentially Pupil removed from school on temporary suspension Final Behaviour Contract issued,</p> | <p>Headmaster & Deputy Headmaster</p> |

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| | <p>interventions demonstrating a serious lack of Resilience and unwillingness to learn from past mistakes. Continued negative course of action is affecting your learning/future success as a result of low levels of Scholarship in all subjects. Actions could cause long term or permanent harm to yourself and others demonstrating a complete lack of Fellowship.</p> <p><i>Examples: an illegal activity...persistent discriminatory behaviour...alcohol on site.</i></p> | <p>and Parents automatically called in for a meeting with the Headmaster</p> | |
| <p>Level 3</p> <p>SERIOUS IMPACT</p> | <p>Any one of the following actions would result in 3 de-merits.</p> <p>Consistent failure to seek out challenging tasks demonstrating a complete lack of Resilience Continued negative course of action is affecting your learning/future success as a result of low levels of Scholarship in multiple subjects. Actions could cause long term harm to yourself and others if actions continue</p> | <p>10 de-merits in one week will automatically result in SLT detention on the Monday following.</p> <p>Phone call home will be made by the House leader, Head of Faculty or a member of SLT as Appropriate Additionally a behaviour contract may be issued.</p> | <p>Head of Faculty House Leader Head of Pastoral.</p> |

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| | <p>demonstrating a lack of Fellowship.</p> <p><i>Examples: non- authorised off-site absences...bullying...low level of scholarship across multiple subjects.</i></p> | | |
| <p>Level 2</p> <p>SIGNIFICANT IMPACT</p> | <p>Any of the following actions would result in 2 de-merits</p> <p>Continued avoidance of challenges, lack of improvement in work and failure to respond to feedback given showing little attempt to develop Resilience Failure to complete the work set in more than one lesson indicating a poor attitude to Scholarship Behaviour that could cause or has caused discomfort or upset to others showing lack of Fellowship on multiple occasions</p> <p><i>Examples: Inappropriate behaviour...rudeness in a lesson...not completing work set on more than three occasions</i></p> | <p>Repeated poor scholarship should be reported to the Head of Faculty.</p> <p>5 de-merits in one week will automatically result in Further intervention House leader will meet with the pupil help develop strategies to avoid continued negative behaviour.</p> <p>House leaders will Inform the Head of Pastoral of the outcome.</p> | <p>All Staff & House Leaders</p> |
| <p>Level 1</p> <p>NEGATIVE IMPACT</p> | <p>Failure to respond to teacher feedback</p> | <p>For all negative behaviour demonstrating a</p> | <p>All members of Staff</p> |

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| | <p>showing a lack of Resilience Actions affected learning demonstrating a lack of Scholarship Actions affected the learning of others demonstrating a lack of self regulation Poor Collaboration resulting in a lack of Fellowship</p> <p><i>Example: Disrupting a lesson by chatting of task...pre-learning activity not completed, Failure to contribute fully in group tasks, Poor uniform.</i></p> | <p>lack of resilience, scholarship or fellowship pupils will be given 1 demerit on E-praise.</p> | |
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