SHREWSBURY HOUSE SCHOOL
FOUNDED 1865

BEHAVIOUR MANAGEMENT POLICY

Policy owner:	Senior Deputy Head
Approved by:	Executive Head
Date of last review:	September 2026
Next review:	September 2027

Associated Policies

- Anti-Bullying Policy
- Safeguarding & Child Protection Policy
- Complaints Procedure
- Health & Safety and Risk Assessment Policy
- Attendance Policy
- SEND Policy
- PSHE Policy
- RSHE Policy
- EYFS Policy
- Supervision of Pupils Policy

Legislation and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE), ensuring compliance with the legal duties placed upon school leaders and governing bodies.

It is drawn from the following legislation and statutory guidance:

- **Section 175 of the Education Act 2002**: Outlines the duty of local authorities and governing bodies to make arrangements for ensuring that their functions are exercised with a view to safeguarding and promoting the welfare of children.
- **Sections 88 to 94 of the Education and Inspections Act 2006:** Provides headteachers with the statutory authority to regulate pupils' behaviour, enforce disciplinary measures, and impose detentions.
- **The Equality Act 2010:** Mandates that schools make reasonable adjustments for disabled pupils and ensures the policy is applied fairly without discrimination.
- **The Education Act 1996:** Provides the framework for regulating the behaviour of students off school premises.

- **DfE *Behaviour in schools: advice for headteachers and school staff* (February 2024):** Statutory guidance providing the framework for whole-school behaviour approaches, the teaching of good behaviour, and the use of sanctions.
- **DfE *Keeping Children Safe in Education (KCSIE)* (latest iteration):** Statutory safeguarding guidance that underpins the behaviour framework, particularly concerning child-on-child abuse and early help.
- **DfE *School suspensions and permanent exclusions* (latest revision):** Statutory guidance on managing serious breaches of the behaviour policy.
- **DfE *Searching, screening and confiscation: advice for schools* (July 2023**): Details staff powers to search for weapons, alcohol, illegal drugs, and stolen items without consent.
- **DfE *Use of reasonable force in schools / Restrictive interventions, including the use of reasonable force, in schools*:** Non-statutory and statutory advice regarding the lawful use of reasonable force to prevent pupils from injuring themselves or others, or damaging property.

- **DfE *Supporting pupils at school with medical conditions*:** Ensures that medical and mental health needs are properly considered when managing pupil behaviour.

Aims & Expectations

It is the primary aim of the school that every member of our community feels valued and respected, and that each person is treated fairly and well.

The Governors, Senior Leadership Team and Staff at Shrewsbury House School are committed to enabling all pupils to engage effectively with and show progress in their learning, to develop positive values and characteristics and to achieve their full potential. As such, we recognise the crucial part that the promotion of the highest standards of behaviour plays in supporting this and the welfare of students and staff.

This policy sets out the principles for promoting positive behaviour for learning.

This Policy applies to the whole of Shrewsbury House School including Younger Years and the Early Years Foundation Stage.

The aim of the Policy is to outline, for all members of our school community, a range of principles and strategies to:

- have a whole School Behaviour Policy supported and followed by the whole school community: parents, staff, boys and Governors, based on a sense of shared values;
- apply positive practices to create a caring atmosphere in which teaching and learning can take place in a safe and happy environment;
- teach values and attitudes as well as knowledge and skills;
- promote responsible behaviour, initiative, self-discipline and a respect for themselves, for others and for possessions and property;
- encourage good behaviour, rather than simply punish bad behaviour, by providing a range of rewards;
- distinguish between instances of minor and more serious misbehaviour;
- treat problems, when they occur, in a caring and sympathetic manner.

By following this policy, we work together to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We strive to create an environment where the children begin to internalise core values and learn how to make positive choices.

The keystone of behaviour management at Shrewsbury House School is a focus on the **five core values** of **respect, perseverance, integrity, compassion and aspiration.** These values are lived day to day through the **'SHS Way' / Code of Conduct both in person and online** (see below & Appendix 1).

Shrewsbury House Way (Code of Conduct)

The Shrewsbury House Way is a set of rules which we expect all members of our community to follow. Each person should be:

1. Kind, respectful and considerate of others.
2. True to our SHS Values at all times.
3. Responsible for our own, others and School property.
4. Honest at all times.
5. Proud of appearance, our learning and our School.

All members of staff at Shrewsbury House School have a collective responsibility for the promotion of positive behaviour in our pupils on and off sites. This policy applies to whenever our pupils are wearing school uniform, traveling to/from school, or in any situation where the pupil is identifiable as a member of the school, even if not under direct supervision. Every member of our community has a responsibility for modelling high standards of behaviour and they each have a right to feel safe, respected and valued.

At Shrewsbury House School we are committed to promoting the welfare of each and every pupil and to ensure that bullying and/or discrimination does not take place. In particular, we are aware of the needs of some children who may need special and/or additional support for modifying their behaviour. Vulnerable students, including looked-after children, children with SEND, physical or mental health needs, will receive additional support according to their behavioural needs as per the school's terms and conditions.

The policy is underpinned by our school values and the British values that we actively promote as detailed in our British Values Statement (see Appendix 3).

General expectations under the umbrella of the 'Shrewsbury House Way'

At all times, when under the School's authority, every pupil is expected to:

- be trustworthy, truthful and reliable;
- act in accordance with the law;
- commit themselves to the ethos of the School and abide by the 'Shrewsbury House Way' (Code of Conduct);
- accept responsibility for their own progress in the school, with particular reference to learning and academic attainment;
- fulfil all obligations including punctual attendance at all compulsory activities;
- strive towards attainment in all areas of School life and support others in their attempts to do likewise;

- respect the rights of others, including that of privacy;
- behave rationally, and conduct himself in an orderly and considerate manner - for example, adhere to lunch expectations (Appendix 8) and be prepared when necessary to wait in turn and queue patiently;
- show respect to those who carry authority, including speakers and adjudicators from outside school and all referees, umpires and other games officials;
- be smart and take pride in their appearance and demeanor;
- show courtesy to visitors, including parents of current and prospective pupils;
- show consideration for other members of the School community - for example, by respecting their belongings and avoiding undue noise and other forms of disturbance;
- use appropriate forms of communication and refrain from using foul language, gestures and other forms of offensive behaviour;
- act prudently to preserve their own health and safety - by eating sensibly, carefully assessing risks and avoiding harmful substances;
- tolerate beliefs, opinions and ways of life that differ from their own and respect diversity of race, religion and culture, age, disability, gender reassignment, sex, sexual orientation, and all characteristics protected within our British Values under the Equality Act 2010;
- conserve the buildings, plants and grounds of the School - for example, by proper disposal of rubbish and respecting communal areas;
- be aware of environmental issues and help the School reduce its environmental impact;
- prepare for life beyond school by taking every opportunity to develop self-discipline, interpersonal skills, reliable and effective working practices and a willingness to serve the community.

Classroom expectations under the umbrella of the 'Shrewsbury House Way'

Teaching and learning are the principal functions of every school. During any school day there will be much interchanging of pupils and teachers, and it is therefore important that conduct in lessons complies with accepted standards that are well understood and universally applied. In addition to all the points made above, the following apply to the conduct of pupils in lessons. Many would also apply outside the classroom in other situations where instruction, coaching or training takes place.

All pupils must:

- arrive in good time for every lesson, assemble as requested by the teacher, and enter the room quietly;
- arrive with the appropriate equipment as specified by departments and individual teachers at the beginning of an academic year;
- sit as directed by the teacher;
- start every lesson in a calm and ordered manner;
- record appropriate information (prep, deadlines, advice etc.) as the lesson proceeds;
- listen to and follow instructions, which may be given verbally, in writing or by means of practical demonstration;
- offer ideas, opinions or ask questions at an appropriate time and not interrupt a teacher or fellow pupil;
- treat others and their work with respect;

- handle equipment carefully and follow specific safety guidelines given by the teacher during a lesson (or as laid down by departments and individual teachers at the beginning of an academic year or at the outset of a new course of lessons);
- complete tasks during the lesson in a positive and well-ordered manner;
- leave the classroom quietly, returning all furniture and equipment to their proper places.

Promoting and ensuring high standards of behaviour

At Shrewsbury House, the responsibility for promoting and ensuring high standards of behaviour lies with all members of the school community.

The role of the teacher:

- set personal high standards at all times;
- ensure that the ethos of the school is positive;
- set and expect high standards of behaviour from all pupils;
- recognise that a broad and stimulating curriculum will have a direct effect on the motivation and behaviour of pupils;
- ensure that the academic curriculum will seek to develop each pupil's interest in their own learning;
- develop study skills in all pupils to help them cope with any type or level of appropriate work so that they may become responsible for their own learning;
- reinforce and promote desirable behaviour;
- treat each child fairly and with consistency;
- take appropriate action when undesirable behaviour is encountered. **Under no circumstances will corporal punishment be either threatened or used. This includes any sort of striking, pushing, pulling or other forceful contact;**
- record instances of poor behaviour in line with the School's policy;
- provide a system of pastoral care and discipline which permits appropriate behaviour to be discussed with the pupils either as a group or as individuals;
- make clear to pupils what the School's behaviour policy is and to reinforce it as the need arises;
- ensure that a good example to the pupils in all aspects of school life is established;
- ensure that behaviour in all aspects of school life is monitored so that the pupils' attitudes and conduct become standard both in class and out;
- develop good and open relationships with parents to support the School's work;
- where physical intervention has been necessary, this will be recorded and parents informed as soon as is reasonable to do so.

The role of the tutor/co-tutor:

- ensure that the ethos of their tutor group is positive;
- set and expect high standards of behaviour and appearance from their tutors at all times;
- take ownership of their tutee's profile around school and regularly monitor their progress through SchoolBase;
- use the weekly Tuesday morning tutor period to go through plus and minus lists to ensure tutees know where they stand and reward them for their efforts. If a boy receives 5 individual

minuses in a half term their tutor should speak with the boy and inform the boys' parents. If a boy receives 10 individual minuses in a term, their tutor should inform the Head of Year who will contact parents and the boy will receive a detention;

- through dialogue with the boy and family, a support plan will be put in place to help him develop positive behaviour;
- liaise with teachers where necessary to understanding their tutee's progress, both pastorally an academically;
- regularly liaise with parents to build a positive and strong relationship built on open communication.

The role of the pupil:

- adhere to the SHS Way and School Values by completing and signing the Behaviour Contract (see Appendix 2) and the Acceptable Use Policy (AUP - see Appendix 9);
- contribute to the atmosphere of willingness to learn, and not in any way hinder the learning of others;
- participate actively and positively in the development of good and desirable behaviour in the School;
- learn and exercise self-discipline by responding sincerely and positively when prompted to self-check and regulate their behaviour;
- work as hard as possible and to put as much effort as they can into any task they are given or undertake;
- senior pupils are to lead positively and act as good role models;
- respond actively to a member of staff's request or reminder in order to amend any poor behaviour choices;
- complete and sign the Mobile Phone Consent Form (selected age groups - see Appendix 5).

The role of the parent:

- the school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school;
- we expect parents to support and play an active part in their child's learning, and to cooperate with the School so that academic progress and motivation are maintained;
- we aim to build a supportive dialogue between home and School, and we inform parents if we have concerns about their child's welfare or behaviour;
- if the school has to sanction a child, in line with the Behaviour Management Policy or Safeguarding Policy, we expect parents to support the actions of the School.

The role of Senior Leadership:

- to ensure the health, safety and welfare of all pupils in the school;
- to implement the School Behaviour Management Policy consistently throughout the school;
- to report to Governors, when requested, on the effectiveness of the policy.

The role of Governors:

- the Governors support the Executive Head and Senior Leadership team in adhering to the guidelines set out in this policy;
- the Governors may give advice to the Executive Head about particular disciplinary issues;
- the Executive Head takes this into account when making decisions about matters of behaviour.

Behaviour Management

This policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements of all its pupils.

First and foremost, we aim to promote positive behaviour through high standards of teaching and learning, where pupils are engaged, motivated and challenged. Staff are guided and encouraged to use behaviour management strategies which foster a positive learning environment. Such strategies are shared and discussed at departmental meetings and INSET. Therefore, staff should seek to foster positive relationships with every pupil, based upon mutual respect, encouragement and high expectations.

Positive behaviour is encouraged through the example of adults, positive reinforcement of the expected behaviour and age-appropriate strategies for reward and sanction, in line with school policies. Any unwanted, unkind or unpleasant behaviour will be discussed with the child at a level **appropriate to their age and stage** of understanding, taking into consideration specific situations and background information where necessary. Any incident and sanction (if given) should be recorded as detailed in this policy.

A key classroom management strategy employed by Shrewsbury House School staff is that pupils are given the opportunity to reflect on their behaviour and reset how they are behaving if necessary. Pupils will be made aware of their behavioural expectations through the 'Shrewsbury House Way', and where reflection is required, this must be done discreetly, without making the pupil feel singled out or publicly shamed.

Younger Years' Reward Structure (Reception - Year 2)

House Points

All pupils in the Younger Years are in a House Team. When a pupil demonstrates excellent behaviour, good manners or achieves well they can be awarded a House Point by any member of school staff. These are collected in tubes in the Younger Years Building and are counted weekly by House Captains. The totals are shared in the weekly Celebration Assembly.

Values Awards

In the Younger Years, Value Certificates are presented during a weekly celebration assembly. These awards celebrate those boys who have demonstrated all or some of the School Values

Positions of Responsibility

In the Younger Years, positions of responsibility are given to Year 2 pupils. Pupils wear a badge to wear on their blazer. As well as carrying out willingly and effectively any duties expected of them by members of staff they will also act as representatives of the School on public occasions. The School has various initiatives and reward schemes to help encourage and reward positive behaviour. These include:

- Value Awards and Certificates.
- House Points – the children collect individual house points which are collated each week and put towards the overall house totals. Weekly house winners are announced, as well as a termly house competition that every child contributes to.
- House events.
- Stickers.
- Head of Younger Years' award.
- Verbal praise.
- Positions of Responsibility.

Circle Time

All children take part in Circle Time/whole class discussions. These support the PSHE and RSE curriculum. Children are taught to recognise the positive effect that their good behaviour can have on others, as well as identify strategies to help them avoid conflict, avoid problematic situations and understand how their behaviour, choices and actions might provoke an incident.

In discussing these issues, we aim to raise self-awareness, develop skills in listening and effective communication and empower children to deal effectively with situations that arise.

Assemblies and Displays

To help foster a sense of pride and being valued, children's work is displayed on boards throughout the School. During assemblies and in class, children are encouraged to share their achievements from inside and outside school. Each week, a whole-school Celebration Assembly provides an opportunity for children from every class to be recognised for outstanding achievements. The awards recognise notable displays of good citizenship as well as individual achievements of personal targets.

Younger Years' School Support Structure (Responding to more challenging behaviour)

We aim to address all behavioural challenges in a positive, open way, involving the children in conversations and helping them to understand where unhelpful choices have been made and how they may make different choices in future. Each class will create their own 'classroom expectations' at the start of the academic year, which will be displayed in the classroom for referral.

Children need to recognise that there are consequences to their choices and actions which will vary depending on the severity of their behaviour.

What Happens If I Make the Wrong Choice in my Behaviour?

- Conversation with the teacher involved - a reminder will be given about positive choices and appropriate behaviour.
- Supervised time out will be used, if necessary (including break time/activities), the child will be taken to see another teacher (often one of the SLT) or see the head of younger years.
- In all dealings with more challenging behaviour, a positive approach will be adopted, while clear expectations will be established and explained.

The aim in all sanctions is a positive outcome where the pupil learns from their wrong choices and understands why what they have done is wrong and how it may impact other people, as well as themselves.

Each case is treated individually. Where a child has been identified with special educational needs or disabilities, reasonable adjustments (e.g., modified detentions, visual schedule prompts, or tailored reflections)will be made.

Parents are kept informed of their child's behaviour via informal and more formal means. Where more serious behavioural issues occur, parents will be asked to come in to meet with the staff concerned, including, where appropriate, the Executive Head Teacher.

Serious Issues of Misbehaviour

The School keeps a register of sanctions imposed for serious misbehaviour.

Major breaches of discipline include bullying (see Anti-Bullying Policy), physical assault, deliberate damage to property, stealing, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is generally rare and it is the responsibility of the Head of Younger Years/SDH/ Executive Head to deal with it.

Classroom Expectations

All classes formulate a set of individual classroom expectations at the beginning of the school year. All children are involved in the formulation of these age-appropriate expectations. They are regularly referred to and amended when appropriate.

The classroom rules are based largely upon our values and may incorporate such principles as:

- respecting others;
- using your manners;
- working hard and always trying your best
- keeping the classroom neat and tidy;
- sitting and listening attentively.

Prep School Reward Structure (Year 3 – 8) (Rewards & Sanction Overview – Appendix 4)

Shrewsbury House School operates a rewards system of House Points through Pluses and Commendations, which are recorded on their data management system: SchoolBase. Each plus/point contributes towards both the individual pupil's totals, as well as that of their House. House points are designed to recognise positive contributions by pupils both in and out of lessons. They should be given for positive contributions that relate to learning or behaviour. House points give students the incentive to go the 'extra mile', independently seeking self-improvement and contributing to high standards of engagement and learning and a sense of collegiality.

Pluses & Merit Badges: Boys are given pluses for achievement, attitude and performance both inside and outside the classroom; these are awarded for academic success, behaviour for learning, displaying strong citizenship and following the SHS Way. The awarding of pluses when deserved is very much encouraged and contributes to a thriving and competitive House System. Pluses are also awarded at each Progress Card/Report for strong Behaviour for Learning (BFL) grades which will contribute to their overall House Point totals throughout the year. When boys reach the milestones below, they are awarded a specific Merit Badge. Upon reaching 50 pluses, boys will be awarded their first 'Black/Standard' Merit Badge and this will be presented in tutor time/assemblies. From there, with every increment of 50 pluses, a boy will progress through to the next stages of Bronze, Silver and finally Gold Merit Badge. At the end of the year, Merit Badges are returned (with the exception of Year 8 boys who may keep their final badge) and the cycle starts again in the new academic year. A final certificate is awarded as a record of their achievement over the year.

Values Awards: Value Awards are presented approximately every 5/6 weeks. These awards celebrate those boys who have demonstrated all or some of the School Values through the accumulation of associated pluses. These are House Awards that reward those boys who have either accumulated the highest number of pluses within the set time frame, and/or those who have made the most significant progress since a previous data capture or received notable achievement in a specific School Value. After each announcement, the data is captured and all boys can start afresh to compete for the next coveted Values Award. In this way, the School Values are celebrated and recognised, guiding behaviour in a positive and meaningful way.

Head of Year Commendations*:* Boys can be given commendations for academic work or a contribution over and above that expected of a pupil or for some other achievement in school life worthy of recognition. The member of staff awarding the commendation will notify the Head of Year who will present the boy with a certificate. The Tutor will inform the parents and the boy will be awarded +4.

Executive Head's Commendation: An Executive Head's Commendation can be awarded for achievements and performances in school life that are deemed exceptional. The boy will be presented with a certificate by the Executive Head in Assembly and awarded +6. This should be regarded as a prestigious award.

Colours: Colours are rewarded to Year 8 pupils for excellence, application and achievement in academic work, Music, Art & DT, Drama and Sport.

Positions of Responsibilities (Prefects): Year 8 boys, who have shown responsibility, act as a role model and have demonstrated leadership qualities may apply to take on a Prefect role. They are expected to mentor, guide and help those younger than themselves and be an example to all members of the School in their general conduct and appearance. The Prefects liaise with the member of staff who oversees each House. As well as carrying out willingly and effectively any duties expected of them by members of staff they will also act as representatives of the School on public occasions. Prefects are given a Prefect's tie to wear in school.

Prizes: Prizes are awarded at Speech Day and at Final Assemblies for attainment and for effort.

Assemblies*:* Achievements are noted and praised in Assembly.

Good work*:* Good work is displayed around the School.

Prep School Support & Sanction Structure (Support & Sanction Steps Overview - Appendix 5)

Shrewsbury House School has a responsibility to sanction pupils who fall short of the expected standard of behaviour, fail to follow instructions or other unacceptable conduct. We have high expectations of pupil behaviour both whilst they are within the school and off the school site.

All staff, teaching and otherwise are expected/encouraged to consistently uphold the School's Behaviour Management Policy and are therefore delegated authority by the Senior Leadership team and Executive Head to challenge pupils, issue awards or to apply sanctions where appropriate.

The Executive Head may extend the power to discipline to peripatetic and catering staff as well as adult volunteers as appropriate.

The School's policy on sanctions rests on the following principles:

- The development of respect for others, the school and the individual pupil;
- The recognition of good behaviour, good manners and respect for self and others;
- The level of sanction should be proportionate to the seriousness of the offence;
- Sanctions need to be applied fairly and consistently, although should be considerate of specific circumstances and background information where relevant;
- They need to be understood by pupils and seen by them as fair, if they are to be effective.

The school places a high emphasis on the rewards system as an explicit means of acknowledging and affirming good behaviour and the Behaviour Management Policy is designed to promote good behaviour, rather than merely deter anti-social or poor behaviour. Pupils are warned about any unacceptable behaviour in class and around school and given guidance to improve. If improvement is not forthcoming, then the following sanctions will be implemented:

Verbal Warning: Verbal warnings and reminders of expected behaviour should be used in the first instance to remind pupils of the negative impact on their own and others' learning.

Minuses: Boys are given minuses for minor misdemeanours inside and outside the classroom. Having provided a warning (verbally or visually on the board) a minus should be awarded if the behaviour

continues. If a pupil then continues to demonstrate poor behaviour, a second minus can be awarded if required, followed by an escalation of either a copy (through discussion with the HOY) or reflection time (if in the classroom)

Accumulation of minus (Excluding Step 3, 4 & 5 Sanctions, Reflection Time, Copy, Detentions, Exclusion): Tutors are to monitor the accumulation of minus carefully to ensure low-level disruption is not permitted to interfere with learning. The following procedures should take place and be monitored carefully by tutors:

- If a boy receives 5 individual minuses in a half term their tutor should speak with the boy and inform the boys' parents.
- If a boy receives 10 individual minuses in a term, their tutor should inform the Head of Year who will contact parents and the boy will receive a detention.

'Reflection Time' Sanction (Low Level Disruptive Behaviour): Creating a positive and orderly atmosphere in lessons is vital for learning to take place. Occasionally, low level disruptive behaviour e.g. repeatedly calling out, not following instructions, showing a lack of respect for each other and staff, not bringing the right equipment, etc., adversely affects pupil learning. It is a source of frustration to the boys and their teachers that part of the lesson is given over to dealing with low level disruptive behaviour rather than teaching. To address and counter this, the School uses a loss of lunchtime sanction called 'Reflection Time'. A boy who is set a copy will automatically receive -2 on his plus and minus record.

- If a boy is disrupting a lesson, the member of staff will give the pupil a warning that if the behaviour continues, they will receive a minus.
- If the disruptive behaviour does not stop then the boy should be awarded a minus.
- If the disruptive behaviour continues then they will be given a 10-minute loss of lunch break sanction. This can be increased to 15 if the member of staff feels that the boy is continuing to disrupt the lesson.
- The member of staff issuing the reflection time should enter the reasons onto SchoolBase (using the reflection time drop down box) and email the SLT (Deputy Head Pastoral, Deputy Head Academic and SDH), Head of Year and the boys' tutor for awareness.
- The MOS should collect a slip (held in the school office) for the boy to complete, take home and return to them with their parent's signature. (10- or 15-minutes loss of lunch break sanction). The tutor, Head of Department and SLT (Deputy Head Pastoral, Academic & SDH) may be informed for support if needed. This slip and a SchoolBase entry should be added under a reflection time entry in SchoolBase.
- Tutors have a responsibility to check each week for any Reflection Time entries and discuss these with their Tutee. If a pupil accumulates a number of Reflection Time sanctions in a term, and it is felt that this is not working as a deterrent to stop the low-level disruptive behaviour, then an after-school detention may be given. This decision will be made at the discretion of the Senior Deputy Head, after having consulted the Head of Year and discussed the issue with parents so that the full context is understood.

Yellow Card (Pupil sent out of a lesson): If the disruptive behaviour above continues after the Reflection Time sanction has been increased to 15 minutes, then the member of staff may feel they have no alternative but to call for SLT support. Usually, the punishment for this is that the boy will be put in detention and given -4 on his plus and minus record. The Senior Deputy Head will also contact the boy's parents if the boy is given detention. Whilst out of the class, the boy's learning should continue therefore appropriate resources should be available. A reintegration plan should be discussed with the boy and teacher following such an occurrence where self-reflection by the boy is required. If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Copies*:* Boys whose poor behaviour merits a more serious punishment than a minus, but is not so serious as to merit a detention or other sanction is set a 'copy'. This is a reflective piece of written work to be completed in the boy's best handwriting. Copies are given out by the Heads of Year upon discussion with a teacher and are for behaviour outside of the classroom. A boy set a copy will automatically receive -3 on his plus and minus record.

Monitoring Cards: A monitoring card is given to a boy whose attitude, approach to work or behaviour around the School requires supporting. The purpose of the monitoring card is to support the pupil by helping him to focus on the particular aspect of school life in which he is performing below expectations. The boy is given a monitoring card by the Senior Deputy Head, which he must present to his Teacher at the beginning of every lesson. At the end of the lesson the Teacher will give a grade, A-E, for the boy's performance in the lesson and write a comment. This provides immediate feedback to the boy and an opportunity for the Teacher to recognise and reinforce positive behaviour. At the end of the day the card must be signed by the boy's Tutor before he goes home and then signed by his parents that evening. The monitoring card must be shown to the Senior Deputy Head at the beginning of the next school day. Boys will normally be placed on a monitoring card for a period of one to two weeks. Monitoring cards should also be used to reinforce the positive approach to learning demonstrated during this period in an attempt to improve motivation.

Detention: Detentions are given for serious misdemeanours. They take place during, or immediately after, the school day at a time decided by the Senior Deputy Head. A boy set a detention will automatically receive -4 on his plus and minus record.

Saturday Detention: This detention is given for very serious misdemeanours or for a second offence where a boy has not followed the advice given in a previous detention. A boy set a Saturday detention will automatically receive -5 on his plus and minus record.

Loss of Privileges*:* Losing the right to go on trips, residential visits or membership of School teams may be enforced due to poor behaviour. However, consideration is given to the impact on others teaching or taking part in these activities. A loss of privileges will be communicated home by the Head of Year, in writing, in most instances. This sanction is recorded on a pupil's file within SchoolBase.

Exclusions

Internal Suspension*:* Internal suspensions will be given where it is deemed that a boy's misbehaviour or conduct warrants a punishment longer than a detention. The boy is removed from their normal lessons during the school day and placed in an isolated, closely supervised environment.

Suspension/Expulsion (Permanent Exclusion): Suspension or permanent exclusion may be used where a boy's action or attitude endangers other boys or, in the reasonable opinion of the Executive Head, is undermining or unacceptable or where the boy has shown no effort to improve his behaviour. A boy may be formally expelled (permanently excluded) from the School if it is proved on the balance of probabilities that the boy has committed a very grave breach of School discipline or a serious criminal offence. Expulsion (permanent exclusion) is reserved for the most serious breaches. The Executive Head shall act with procedural fairness in all such cases. Parents will be given a copy of the current review procedure at the time. The Executive Head's decision shall be subject to a Governors' review if requested by a parent. The boy shall remain away from School pending the outcome of the review. Only the Executive Head may suspend or expel a boy.

In Years 3-8, a boy who is set a suspension will automatically receive -6 on his plus and minus record.

Parental cooperation forms part of the contract between the School and all parents of pupils at the School. A refusal to abide by the terms of sanction or exclusion may be considered a breach of contract. The Executive Head may permanently exclude a pupil if, in her opinion, the behaviour of a pupil's parent or guardian is unreasonable or is likely to adversely affect the child's or other children's progress at school or the well-being of the School's staff, or bring the School into disrepute.

School Transport/coach suspension: A boy who does not abide by the School Transport expectations (Appendix 7) or whose behaviour endangers the safety of other passengers may be excluded from using School Transport and the appropriate school sanction will be applied along with guidance to improve their behaviour. This decision can be authorised by the Senior Deputy Head after first having consulted with the Executive Head.

Child on child abuse

At Shrewsbury House School we recognise that child on child abuse can occur both inside and outside of school, including online; all staff are trained to recognise the indicators and signs of peer-on-peer abuse and know how to identify and report appropriately on it through the safeguarding team. All staff at Shrewsbury House School understand the importance of challenging inappropriate behaviours between pupils. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviour, which will not be tolerated at Shrewsbury House School.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing

physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff are clear as to the School's policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. If such incidents occur, teachers are trained as to communicate to the relevant members of staff within SLT.

A record is kept by the Senior Deputy Head (SDH) of any of the above *serious* disciplinary incidents. Records are retained in accordance with the Information Commissioner's Office guidance to schools on their obligations in relation to Data Protection Law relating to these records.

Reintegration following an exclusion

The return to School following an exclusion will be discussed with SLT and a reintegration plan may be applied to support the needs of the pupils involved in the incident if required. The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting for each pupil involved, the School should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents.

However, it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties. Examples of reintegration processes could be:

- Maintaining regular contact during the suspension and welcoming the pupil back to school;
- Daily contact with a designated pastoral professional in-school;
- Use of a report card with personalised targets leading to personalised rewards;
- Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress;
- Planned pastoral interventions;

- Mentoring by a trusted adult or a local mentoring charity;
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage;
- Informing the pupil, parents and staff of potential external support.

Inappropriate use of Social Media

Shrewsbury House School is committed to promoting the safe and responsible use of technology and social media platforms by all members of its community. All pupils at Shrewsbury House School are asked to sign an Acceptable Use Policy (AUP), which is a document that outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media, both when on the school site and outside of school.

The AUP provides pupils with clear guidance on how to keep safe and happy when they are online or using technology. The content of the AUP can be summarised as follows: "Treat yourself and others with respect at all times; treat people in the same way when you are online or on a device as you would face to face."

Where it comes to the School's attention that a pupil has deliberately misused social media platforms to post inappropriate, malicious, or defamatory comments about the School, or anyone at or connected with the School, then this will result in disciplinary action being taken; this could include a period of suspension or permanent exclusion and may also result in the School involving external agencies, such as police or children's social care.

Mobile Phones, iPads, iWatches, Kindles

We recognise that mobile phones are a well-established component of many of our pupils' lives. However, the overwhelming opinion is that mobile devices do not fundamentally support learning, particularly as pupils at Shrewsbury House have access to School devices. Therefore, mobile phones are only allowed to be brought to school to facilitate safe journeys to and from home. Pupils must hand in their mobile phone to the Senior Deputy Head's office at the start of the day and may collect them before leaving school. When travelling on School transport, pupils must hand their mobile phone in to the driver and collect it at the end of the journey. Any parent who would like their child to travel to school with a mobile phone should send an email to shsoffice@shstrust.net and seek the school's permission. Pupils in Younger Years are not permitted to bring a mobile phone to school.

Any pupil who fails to adhere to these rules will have the phone/device and associated accessories confiscated. Where a device has been confiscated, it will be handed to the Senior Deputy Head or Head of Year who will securely store the device and will contact home to inform the Parent or Carer. Parents will then be asked to collect the phone directly from school.

Should Parents or Carers need to urgently contact their children during the school day, they should call the main School Reception on 020 8399 3066. Pupils are able to ask to use the phone in the reception office should they need to make an urgent call home. The ONLY other electronic devices allowed in school are a Kindle or 'iWatches', although these must be internet-disabled and only be used for the purpose of time keeping or reading as appropriate. Younger Years children are not permitted to wear a Smartwatch to school.

Any personal items, including mobile devices that are brought to school, are at the student's own risk and the school cannot accept responsibility for any loss, theft or damage. See Appendix 6 for the pupil consent form.

The use of mobile phones is not permitted in EYFS when the children are present. All staff, parents and visitors are expected to keep their phone out of sight and out of reach to the children. Photographs of pupils should never be taken using a personal mobile phone. Smartwatches may be worn by adults but should only be used as a time keeping device. All other applications of a Smartwatch are not permitted in Younger Years.

Parental Responsibility for Tracker Use on School Grounds

While we don't actively promote their use, we understand some parents might want their children to use trackers on school grounds. Should you choose to do so, please be aware that the full responsibility for their use and any associated risks, such as privacy concerns or potential misuse, lies solely with parents.

Right to Search Belongings

The staff reserve the right to search pupils and their belongings if there is deemed to be sufficient disciplinary related reasons.

The list of prohibited items is: knives and weapons; alcohol; vapes, illegal drugs; stolen items; any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupils); tobacco and cigarette papers; fireworks; and pornographic images. In conducting a search for the items any such searches for the items above will be carried out appropriately with full respect to safeguarding best practices.

Tutors will from time-to-time check lockers to ensure that their Tutees are organised and that there are no hazardous or unhygienic materials stored.

Support Systems for Pupils

The School has set procedures for supporting children with their behavioural problems. We may implement a behaviour plan for a pupil with serious behavioural issues so that staff, parents and the pupil understand what is expected of them and the strategies which will be used.

Pupils with Special Educational Needs/Disabilities

Particular consideration will be given to those pupils with special educational needs or a disability when considering behaviour, discipline and sanctions. The School will take account of any special educational needs when considering sanctions and whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help if it is deemed supportive to do so. The Learning Enrichment Coordinator will ensure that the needs of pupils with learning disabilities are properly taken into account.

Managing Pupils' Transition

The School will carefully manage the transition of pupils throughout the School and in preparation for their senior school placement at the end of Year 8. All Teachers and Tutors will look to build upon the positive social and behavioural skills developed by previous Teachers. Good communication between staff and with parents is a strength of the School, and because of this any specific pupil support systems or strategies are continued as the pupil moves up through the School to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with senior schools and children are encouraged to attend taster days and visit prospective new schools.

Vulnerability to radicalisation or extreme viewpoints

Shrewsbury House School is committed to serving its community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them in line with our commitment to the Prevent strategy, part of the wider CHANNEL initiative.

Shrewsbury House School recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. The school aims to safeguard our pupils through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material (which is illegal under the Counter-Terrorism Act).

The school vets/monitors all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self'. Staff are trained annually to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a pupil is expressing opinions which may cause concern. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to provide a broad and inclusive curriculum, to prepare pupils for life and work in contemporary Britain in years to come. We teach pupils to respect and value the diversity around them as well as understanding how to make safe, well considered decisions.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy.

Liaison with Parents and other Agencies

The School is keen to maintain regular and effective communication with parents and welcomes their involvement in their son's education. Where there are concerns about ongoing behavioural patterns then parents are contacted by the Form Tutor, Head of Year, the Head of Pastoral / the Designated Safeguarding Lead or deputies. This may be followed up with a meeting between the parents and the Executive Head where it is considered appropriate. A pupil support strategy will be agreed upon and

this will be communicated to the staff. In some cases, the pupil may be referred to an outside agency, who will liaise with both the School and the child's parents to provide additional support.

Disciplinary action against pupils who have made malicious accusations against staff

Where it is discovered that a pupil has made malicious accusations against a member of staff, including via social media or other technology platforms, appropriate disciplinary action will be taken. Parents would be involved in this process and, if necessary, external agencies could be contacted.

Physical Restraint (Positive Handling)
The information below should be read in conjunction with the Positive Handling Policy (Updated guidance on restrictive interventions April 26)

Staff may use such physical restraint as is reasonable in all the circumstances to prevent a child from doing, or continuing to do, any of the following:

- injuring themselves or others;
- causing serious damage to property (including the child's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the School or among any of its children, whether that behaviour occurs in a classroom or elsewhere.

A child may be restrained in an appropriate manner by a member of staff, when on the school premises, or when the authorised person has lawful control or charge of the child concerned elsewhere e.g. on an outing or other authorised out-of-school activity.

Every care will be taken to ensure that careful consideration is applied to the use of restraint on a SEND pupil, to the point that unless the child is in danger or endangering other pupils, it will only be used as a last resort.

The incident should be documented as per the policy, the situation discussed with SLT and the parents informed about it on the same day as the incident took place.

The school uses the DfE guidance on 'Use of Reasonable Force and Seclusion in Schools' (April 2026). Selected staff are trained in a 'Positive Handling Course' through Intelligensa.

At no point will physical or corporal punishment be used in dealing with inappropriate behaviour.

Record Keeping, Record Retention and Information Sharing

Records of pupil behaviour, positive and negative, are retained on the School Database, as outlined in the School's Data Protection Policy, the SHS Data Retention Policy and the Pupil Privacy Notices. The Senior Deputy Head also retains a separate record of any serious disciplinary sanctions i.e. any temporary or permanent exclusions. Please refer to the Pupil Privacy Notices on the School Website within the 'Key Information' Section for further details on this: https://www.shrewsburyhouse.net/

- Shrewsbury House School ensures that all records relating to rewards and sanctions are securely stored.

- These records are routinely kept for a minimum of 7 years after the pupil they relate to has left the School.
- Subject to the circumstances around any sanction, it is possible for the records to be retained for longer, e.g. for 25 years from the date of birth of any pupils involved.
- If there are any safeguarding considerations in relation to any investigations around pupil conduct, it is possible that these records will be retained for longer as detailed in the School's Safeguarding & Child Protection Policy.
- In line with the School's Pupil Privacy Notice, details of rewards and sanctions are shared with the Independent Schools Inspectorate when they inspect the School and may also be shared with any future schools, if it is deemed to be in the best interest of the welfare of the pupil concerned or if it is requested directly by the senior school.
- In certain very serious circumstances, information may be shared with the Police or other third parties e.g. the School's insurance company, in order to progress a claim.

CCTV

Where applicable, in line with the Shrewsbury House School Trust CCTV Policy, CCTV footage may be checked during investigations into concerns regarding behaviour. CCTV footage would only be checked by an authorised person.

Corporal Punishment and Restraint

In accordance with the law at no point will physical or corporal punishment be used in dealing with inappropriate behaviour.

Complaints

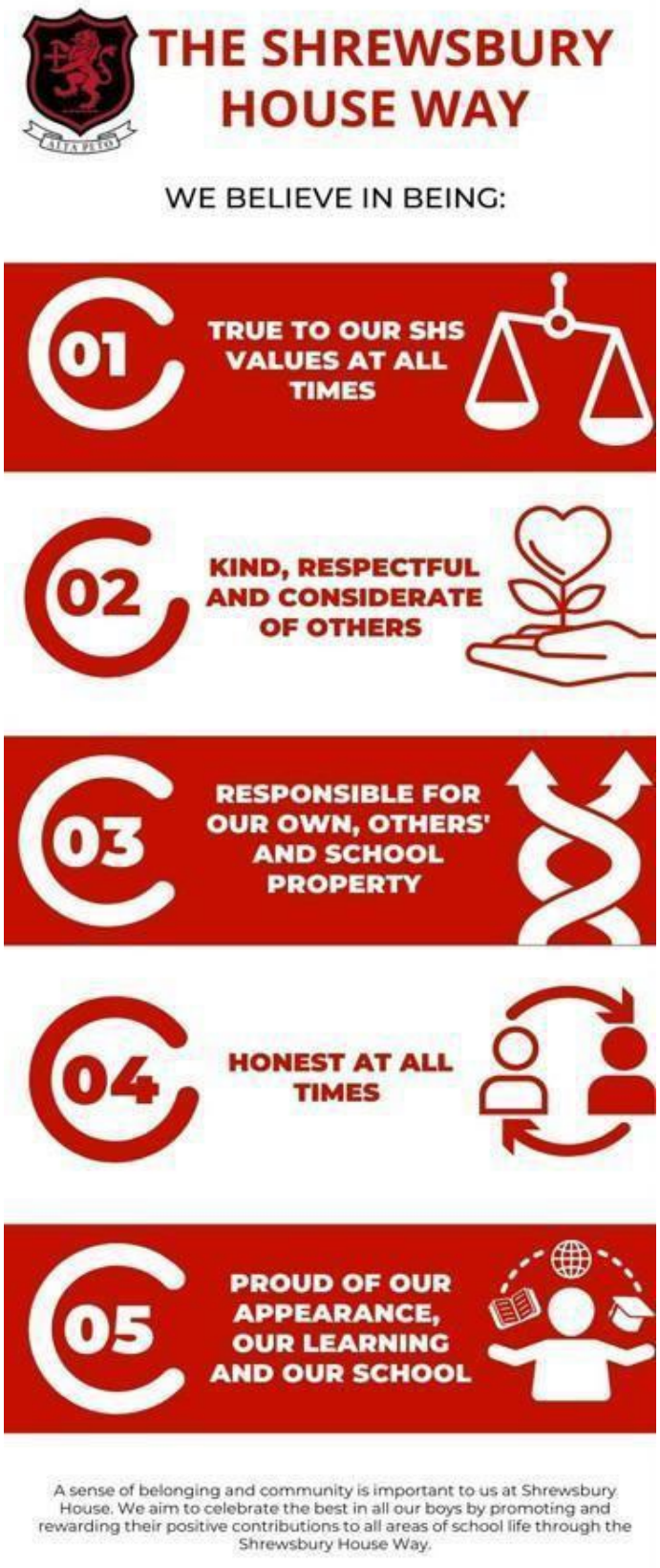
We hope that you and your son do not have any complaints about the operation of our Behaviour Management Policy but copies of the School's Complaints Procedure can be requested from the Executive Head's Assistant and the policy is published on the School Website, under Policies in the 'About Us' section.

Appeals

Parents are entitled to appeal to the Governing Body against any permanent exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body at the School. A hearing will be set up as quickly as possible, but within 10 working days (within term time) at the latest. The Governors' decision is final.

APPENDIX 1: <u>SHREWSBURY HOUSE WAY (CODE OF CONDUCT)</u>

This Shrewsbury House Way was produced by the School Council and the boys of Shrewsbury House.



APPENDIX 2: Behaviour Contract (Years 3 - 8)

Behaviour Contract

In the Shrewsbury House community, we pride ourselves on our values of Respect, Perseverance, Integrity, Compassion and Aspiration.

At Shrewsbury House, we expect pupils to uphold these values and adhere to the 'Shrewsbury House Way', where positive choices create an environment where everyone feels happy, confident and secure.

As a member of the pupil body at Shrewsbury House, I must commit to meeting the targets set out below, which are based on the basic expectations we have for all pupils.

These targets demonstrate I am willing and able to abide by the expectations of Shrewsbury House;

Targets and Expectations

- **I must show respect for all other members of the community**. This includes following instructions from teachers, being kind and considerate of others.
- I **must demonstrate that I am upholding the school's values by my everyday actions.**
- **I am expected to take responsibility for my own property, whilst respecting that of others and the school.**
- I **must demonstrate honesty at all times**, even when difficult conversations arise.
- I **must show pride in my appearance, my learning and the school.** This includes wearing full school uniform correctly at all times and approaching my learning and all lessons with a positive mind set.

Agreement

Name of pupil:

Year group:

I have read and understood the Shrewsbury House Behaviour Policy and I agree to uphold this policy and support the Staff of Shrewsbury House by adhering to the Shrewsbury House Way and making positive choices in my behaviour.

Pupil signature:

Date:

APPENDIX 3: British Values Statements

Promoting British Values

Shrewsbury House School is committed to serving its community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Shrewsbury House School is dedicated to preparing pupils for their adult life beyond the formal examined curriculum and ensuring that it actively promotes and reinforces British values to all its students.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect;
- Tolerance of those of different faiths and beliefs.

The school uses strategies within the National curriculum and beyond to secure such outcomes for our students. The examples that follow show some of the many ways Shrewsbury House School seeks to embed British values.

Democracy

The principle of democracy is consistently being reinforced at Shrewsbury House School, with democracy processes being used for important decisions within the school community, for instance, democratic voting for positions of responsibility i.e. Form Captains and Prefects etc. The principle of democracy is also explored in the History and Religious Studies curriculum as well as in form time and assemblies.

The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Shrewsbury House School. Pupils are taught the rules and expectations of the school which are highlighted by the pupil code of conduct and pupil expectations. Pupils are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from external speakers and authorities e.g. the Police and Fire Service reinforce this message.

Individual liberty

At Shrewsbury House School, pupils are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Staff at Shrewsbury House educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety and Form Time work.

Shrewsbury House School has a robust anti-bullying culture and has in place a comprehensive Behaviour for Learning Policy.

Mutual Respect

Respect is a strong part of Shrewsbury House School and is part of its Mission Statement & Values. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments.

Mutual respect is embraced throughout the curriculum by providing the opportunity for pupils to express their views in a safe environment with Shrewsbury House School's ethos being 'allow one voice — so that the thoughts and answers of all are respected'.

Tolerance of those of different faiths and beliefs

This is achieved through equipping pupils with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Pupils benefit from a number of international visitors, including pupils from other continents and cultures. Additionally, pupils are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the calendar year. The Religious Studies curriculum provides a broad and balanced education on a range of faiths, religions and cultures.

Shrewsbury House School is recognised for its contribution to students' Social, Moral, Spiritual & Cultural (SMSC) and curriculum knowledge about global issues. Shrewsbury House School works, wherever possible, in partnerships with schools overseas to teach students about life in other countries and develop them as global citizens.

Through our SMSC, PSHE and RSE education we help students to develop their self-knowledge, self-esteem and self-confidence; distinguish right from wrong and to respect English law; encourage pupils to accept responsibility for their behaviour, show initiative and contribute positively to society; enable pupils to acquire a broad general knowledge of, and respect for, English public institutions and services and to appreciate and respect their own and other cultures.

Shrewsbury House School strives endlessly to ensure that its students leave with the strongest foundation of values upon which to build a successful life and a successful contribution to our Society.

APPENDIX 4: <u>Rewards & Sanction Overview (Years 3-8)</u>

Shrewsbury House Rewards & Sanction Structure							
Reward	**Reason**	**Staff Actions**	**Pluses**	**Sanction**	**Reason**	**Staff Actions**	**Minuses**
Pluses	Positive contribution to school life, achievement and attitudes in & outside of class.	All Staff on SB	+1 or 2	**Minuses**	Minor misdemeanours (In & outside the classroom) 1 minus followed by a second if required, prior to escalation of a copy or reflection time	All staff on SB	-1 or -2
Merit Badges	Black, Bronze, Silver, Gold Merit Badges	All Pluses and Minuses count towards Merit Badges. +50 = 1st MB (Black) +100 = 2nd MB (Bronze) +150 = 3rd MB (Silver) +200 = 4th MB (Gold)	Pluses	**Copies**	Next step from minus, but is not so serious as to merit a detention. Sanction for behaviour outside of the classroom	Written piece of work to be completed in the boy's best handwriting – awarded by HOY	-3
				Detention	Serious misdemeanours	Awarded by SDH on referral of Deputy Head Pastoral / HOY	-4
				Saturday Detentions	Very serious misdemeanours		-5
				Suspension & Expulsion	Very serious breach of school rules	Awarded by EH	-6
Head of Year Commendations	Exceptional or consistent contribution towards any of the 5 elements of the SHS Way	Recommended by staff - awarded by HOY.	+4	**Specific Classroom Sanction Strategies:**			
				Reflection Time	Low-Level Disruptive behaviour in lessons	10/15 minutes at lunch to reflect. Staff to email DH's, HOD & Tutor through SB for awareness) which is signed by parent.	-2
EH Commendations	Exceptional contribution	Recommended by staff to HOY. Awarded by EH.	+6	**Yellow Card (Removal from lesson)**	Poor behaviour post reflection time	Post warning –SLT to be called for support. Potential detention.	-4
Colours (Year 8)	Excellence, application and achievement in academic work, Music, Art, DT, Drama and Sport.	Recommended by HOD.	N/A	**Monitoring Card**	Boy whose attitude, approach to work or behaviour around School requires support.	Awarded by DH's / HOY on referral.	Motivational initiative

APPENDIX 5: <u>Support & Sanctions Steps (Years 3-8)</u>

SHS Support and Sanctions

Academic Support & Sanctions

STEP 1	↓	First Offence For example - If a pupil arrives late to a lesson, does not have equipment, fails to focus in class, distracts others, hands in prep late, produces work of a substandard.	Verbal Warning	0	Monitoring Card	Yellow Card (SLT to be called for as a last resort)
STEP 2	↓	Second Offence For example - If a pupil arrives late to a lesson, does not have equipment, fails to focus in class, distracts others, hands in prep late, produces work of a substandard.	Minus	-1		
STEP 3	↓	If a pupil continues to arrive late to a lesson, does not have equipment, fails to focus in class, distracts others, hands in prep late, produces work of a substandard, the teacher may use a reflection time to support the pupil. The MOS should collect a slip (held in the school office) for the boy to complete, take home and return to them with their parent's signature. (10 or 15-minute loss of lunch break sanction). The tutor, Head of Department and SLT (Deputy Head Pastoral, Academic & SDH) may be informed for support if needed. This slip and a SchoolBase entry should be added under a reflection time entry in Schoolbase.	Reflection Time	-2		
STEP 4	↓	If work or approach to learning continues to be below the expected standard, there will be detention with the Senior Deputy Head and parents will be informed. The SDH will inform the Executive Head.	Detention	-4		

Behaviour Support & Sanctions

STEP 1	↓	Learning disruption in class or poor behaviour outside the classroom; the pupil will be asked to self-check & regulate their behaviour.	Verbal Warning	0	Behavioural Monitoring Card
STEP 2	↓	Learning disruption persists; the pupil has not responded to the request to self-check & regulate their behaviour. A minus (followed by a second minus if required) will be recorded on Schoolbase and be emailed to form tutor.	Minus	-1/-2	
STEP 3	↓	If a single incident is deemed serious, there is an immediate referral to the Head of Year and the incident recorded on Schoolbase and parents informed.	Copy	-3	
STEP 4	↓	If there is a consistent pattern of poor behaviour or a more serious incident, there is an immediate referral to the Senior Deputy Head and the incident recorded on Schoolbase and parents informed. Pupil will meet with the Senior Deputy Head and receive a detention.	Detention	-4	
STEP 5	↓	If a boy's action or attitude endangers other boys or, in the reasonable opinion of the Executive Head, is undermining or unacceptable or where the boy has shown no effort to improve his behaviour.	Exclusion	-5/6	

APPENDIX 6: Mobile Phone Consent Form

Mobile Phones:

These may only be brought in to school in order to facilitate home / school transport and permission must be sought from the school beforehand.

- I understand that my parents must seek permission from the school for me to bring my mobile phone into school. To obtain consent please email shsoffice@shstrust.net
- Where I have been given permission to bring my mobile phone into school, I will hand this in to the Senior Deputy Head at the start of each day and collect it at the end of every day.
- I agree not to use my mobile phone at all whilst at school or on school premises without the permission of a member of staff who will be present during its use.
- I understand that if I am on a school trip, fixture or any event where I am representing the school then this still counts as being at school.
- I understand that if I do not adhere to these rules then I will receive an appropriate sanction, which could include the confiscation of my mobile phone for a period of time.
- I understand that any form of smartwatch or wearable device / fitness tracker that is capable of communicating with another wearable device or mobile phone must be internet disabled.
- I understand that, if I use my mobile phone, or other digital devices, in a manner that brings the school into disrepute, or adversely affects another member of the Shrewsbury House community, appropriate sanctions, in line with the level of severity of the misuse, and in line with our bullying and inclusivity policies, will be issued, including detentions, community service, fixed term exclusion and/or expulsion as deemed appropriate by the Executive Head. This would specifically apply to the inappropriate use of social media platforms with regard to offensive language, gender/identity-based terminology or the creation of an imbalance of power/numbers in line with our anti-bullying policy.
- I accept that this Digital Safety Agreement is meant to keep me safe. I take responsibility for my actions and know that any breach of this agreement will be considered a serious disciplinary matter.

Pupil's name:

Signature:

Date:

APPENDIX 7: Minibus Expectations (Code of Conduct) For All Boys

It is everyone's responsibility to ensure the safety of all those that travel on School transport. In adhering to the Shrewsbury House Way, all passengers should create an environment that is conducive to safe travel and avoid any undue dangerous conditions.

All boys will use the School transport in one form or another; either in travelling to and from School each day or when attending sports fixtures or trips. Boys are frequently reminded and supported on the importance of road safety and respecting other transport users. If boys fail to understand the importance of safe travel they will continue to be re-educated on this matter, but may also have this privilege removed as deemed necessary by the Transport Manager in consultation with the SDH and/or Executive Head.

The boys are expected to adhere to the following safety precautions which are explained to the boys at the start of the year. Reminders are given by bus drivers and School staff to the boys as required, as well as to parents as and when needed.

When travelling on School transport I must:

- Wear my seat belt at all times;
- Remain in my seat at all times until instructed to leave the vehicle;
- Use inside voices so not to distract the drivers;
- Listen carefully to instructions provided by the drivers;
- Ensure all my belonging remain in my bag other than a reading book/Kindle if desired;
- Face forward so not to distract other passengers, road users or the driver;
- Not drink or eat for my own safety;
- Check for all possessions at the end of a journey to assist with my independence and reduce lost property;
- Enter and exit the vehicle by the side doors in an orderly and respectful manner.

Electronic Devices and Mobile Phones on School Transport

The same expectations apply for the use of devices on School transport as they do for being in School. The following rules will be explained to the boys at the start of term:

- Mobiles must be handed into drivers as boys enter the vehicles for safe keeping. They may only be used on vehicles with the express permission of a driver to contact a parent if needed.
- Mobiles and iWatches must not be used to take pictures, play games, access apps or be used for communication purposes as per the above.
- Kindles may only be used for reading material and must not be internet-enabled.
- iPads are not allowed on School transports or within School itself.

If a parent has any questions regarding School transport, please contact the Transport Manager at: mmeacher@shstrust.net

APPENDIX 8: <u>Dining Hall Expectations</u>

- Read the lunch menu prior to arriving at the servery to know what you would like to eat.
- When inside, please ensure you are quiet in the queue so as not to disturb other people working.
- Collect everything (including spoon, glass, napkin, dessert, bread, crackers etc.) before sitting down.
- Once you have selected your seat, please do not move tables.
- Food is to remain in the Dining Hall. Please do not take food outside, including crackers etc.
- If you have forgotten an item of food, please put your hand up and a member of staff will collect what you have forgotten.
- Please eat your main meal before your dessert (incl. bread, etc.)
- Only select what you can eat.
- Food should be eaten or remain on your plate. Please do not 'play' with food and water jugs.
- Once you have finished eating:
    - Please raise your hand and a member of duty staff will dismiss you (Years 3-7).
    - For your safety, finish what is in your mouth before moving to the exit.
    - Clean your area of any rubbish and cups. Your table should be completely clean as you leave.
- Please do not run in the Dining Hall.
- Be respectful with your noise level. Please do not shout across tables.
- Show good manners at all times – remember your "please" and "thank you's" to our catering team.
- Once you have cleared your table and tray, leave the hall via the white doors towards the AWS. Once you have exited, do not re-enter the Dining Hall via these doors.

APPENDIX 9: <u>Acceptable Use Policies for Reception - Year 2</u>

Name:

To stay **SAFE online and on my devices**, I follow the Digital 5 A Day and:

- I only **USE** devices or apps, sites or games if I am allowed to.
- I **ASK** for help if I'm stuck or not sure; I **TELL** a trusted adult if I'm upset, worried, scared or confused.
- I look out for my **FRIENDS** and tell someone if they need help.
- If I get a **FUNNY FEELING** in my tummy, I talk to an adult.
- I **KNOW** that online people and friends aren't always who they say they are and things I read or see are not always **TRUE.**
- Anything I do online can be shared and might stay online **FOREVER.**
- I don't keep **SECRETS** 🚫 unless they are a nice surprise.
- I don't have to do **DARES OR CHALLENGES** ❌, even if someone tells me I must. Sometimes these can be dangerous.
- I don't change **CLOTHES** or get undressed in front of a camera.
- I always check before **SHARING** my personal information or other people's stories, videos and photos.
- I am **KIND** and polite to everyone.

My trusted adults are:

_____ at school

_____ at home

_____ at _____

Acceptable Use Policy (AUP): Student Agreement - i.e. Year 7-8

Why do we have this policy?

We use technology to learn, create, and have fun. These rules are here to keep everyone safe. School devices and internet networks are monitored by staff to protect you. By logging in or using school systems, you agree to follow these rules.

My Behaviour

- I will treat people online with the same respect I use face-to-face.
- I will not use any technology to bully, harass, threaten, or make fun of anyone.
- I will use the technology provided to me safely and legally.
- I will not use my mobile phone in line with the school's phone-free policy.
- I will not wear smart wearable technology in school e.g. smart glasses without prior consent from the Executive Head.
- I will never take secret photos, recordings, or videos of staff or students.
- I will only use apps, sites, and games that are appropriate for my age and for school.
- I will not try to bypass school filtering or security in any way or access any hacking files or tools.
- I understand that the school can track my activity whenever I am on any school device or system, including when I am at home. This means they may be able to access my emails, work on applications or see what websites I visited.
- I will not use a mobile hotspot to provide internet to any device I or others use in school.

My Data & Sharing

- I will keep my passwords secret and never log in as someone else.
- I will not share personal information (like my location or address) online.
- I will check facts before sharing news to avoid spreading misinformation, fake news, or conspiracy theories.
- I will not post, download, or share material that is offensive, harmful, or illegal.
- I know it is illegal to create or share nudes and semi-nudes of anyone under 18, including deepfakes or AI-generated images.
- Livestreaming can be fun, but I always check my privacy settings and know who can see what and when. If I livestream, my parents/carers know about it.
- If I am not expecting to receive a file or link from someone, or it looks strange to me, I will double check with the person it is from (in a new message, not by clicking reply) before clicking.

Artificial Intelligence (AI)

- I will only use school-approved AI platforms for my learning.
- I will be honest and credit the AI if I use it to help with my work; I will not use it to cheat.
- I will never use AI tools to create harmful, fake, or inappropriate content.
- I will verify AI outputs, as I know there can be incorrect or biased information provided - this includes the AI overview within search engines.

Getting Help

- I will talk to a trusted adult immediately if I see something online that upsets or worries me, or someone else I know.
- I will speak to a teacher before trusting personal advice from an AI chatbot.
- I will be honest if I am struggling to put my devices down and need help managing my screen time.
- I might be contacted online on Google Classroom by my class teachers and only about my learning, wellbeing or behaviour. If I am contacted by someone else or these staff ask me to use a different app to chat, I will tell another teacher or the DSL team.
- I know who my trusted adults are at school, home and elsewhere, but I can also get in touch with Childline, (0800 1111), The Mix, or The Samaritans.

Agreement - I have read and understood these rules.

Student Name:

Signature:

Date:

Mobile Phones: These may only be brought in to school in order to facilitate home / school transport and permission must be sought from the school beforehand.

- I understand that my parents must seek permission from the school for me to bring my mobile phone into school. To obtain consent please email shsoffice@shstrust.net.
- Where I have been given permission to bring my mobile phone to school, I will hand this in to the Senior Deputy Head at the start of each day and collect it at the end of every day. When using home-to-school transport or on a sports fixture, I will hand my phone to the driver upon embarking and will collect it at the end of the journey.
- I agree not to use my mobile phone at all whilst at school or on the school premises without permission of a member of staff who will be present during its use.
- I understand that if I am on a school trip, fixture or any event where I am representing the school then this still counts as being at school.
- I understand that if I do not adhere to these rules then I will receive an appropriate sanction. Which could include the confiscation of my mobile phone for a period of time.
- I understand that any form of smartwatch or wearable device / fitness tracker that is capable of communication with another wearable device or mobile phone cannot be connected to the internet while at school.
- I understand that, if I use my mobile phone, or other digital devices, in a manner that brings the school into disrepute, or adversely affects another member of the Shrewsbury House community, appropriate sanctions, in line with the level of severity of the misuse, and in line with our bullying and inclusivity policies, will be issued, including detentions, community service, fixed term exclusion and/or expulsion as deemed appropriate by the Executive Head. This would specifically apply to the inappropriate use of social media platforms with regard to

offensive language, gender/identity-based terminology or the creation of an imbalance or power/numbers in line with our anti-bullying policy.

I accept that this Digital Safety Agreement is meant to keep me safe. I take responsibility for my actions and know that any breach of this agreement will be considered a serious disciplinary matter.

Signed by:

Date:

Digital Safety Agreement Owner:	Head of Trust IT
Approved by:	Deputy Head Pastoral
Date of last review:	September 2026
Next review:	September 2027