



CASTERTON  
SEDBERGH PREPARATORY  
SCHOOL

<b>PUPIL WELLBEING &amp; BEHAVIOUR POLICY</b>	
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Governor	Lt Gen Sir Andrew Gregory
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## SCOPE

The policy covers the behaviour and promotion of positive mental health of all pupils at Casterton, Sedbergh Prep School and at all times when at School, including when engaged in online or remote learning, representing the School or wearing School uniform, travelling to or from School, on School-organised trips or associated with the School at any time. The policy shall also apply at all times and places in circumstances where failing to apply this policy may affect the health, safety or wellbeing of a member of the School community or a member of the public, have repercussions for the orderly running of the School or bring the School into disrepute.

## BEHAVIOUR STRATEGY AND THE TEACHING OF GOOD BEHAVIOUR

This policy has been written with consideration of the non-statutory advice from the DfE: Behaviour and Discipline in Schools (2024).

The behaviour policy at Casterton, Sedbergh Prep School (the 'Prep School') is centred around three essential **rights** that all children are entitled to: the right to feel **safe**, the right to **learn** and the right to be treated with **respect**. Pupils and staff all have responsibilities that flow from these rights.

In order to protect these rights, a number of Notable School Rules and Behaviour Expectations exist and are included in Appendix A. However, this list is not intended to be exhaustive nor reiterate what is common law (for example, the consumption of alcohol by a minor); inevitably there will be unforeseen circumstances which fall outside of these parameters and obvious omissions such as theft. Ultimately, staff and children should refer back to the essential rights of a pupil at Sedbergh to decide whether behaviour has affected any of these.

We also believe that promotion of good behaviour, encouragement and praise are far more valuable than sanctions and so rewards are the most effective component of this policy. Staff act as outstanding role models to the children and a carefully considered programme of assemblies, chapel services, lectures, PSHE lessons and displays help to compliment the ways in which we teach good behaviour.

### **Ways of the Wolf**

Inspired by the coat of arms of Roger Lupton, the School's founder, the Prep School's core values are embodied in the Ways of the Wolf. Reference to these values provides clarity for the pupils' understanding of the behaviour we want them to aspire to:

- Ambition
- Collaboration
- Courage
- Creativity
- Kindness
- Responsibility

## **PUPIL EQUAL OPPORTUNITY AND EQUALITY ACT 2010**

The Prep School is committed to equal treatment for all, regardless of a pupil's gender, race, disability, ethnicity, religion, sexual orientation or social background. The School promotes and values both diversity and difference through the curriculum, PSHE lessons, assemblies, chapel, trips, 'international days' and the example of staff.

Discriminatory words and behaviour are treated as unacceptable and inappropriate attitudes and practices will be challenged.

Provision is made for pupils with particular religious, dietary, language or cultural needs as required. The Prep School is a Christian foundation and Chapel is part of the weekly life of the School. On request, however, individual arrangements can be made for pupils of particular faiths to attend alternative services of worship.

Where no risk to health and safety is presented, clothing and jewellery worn for religious reasons shall be permitted.

Reasonable adjustments to the implementation of this policy would be considered for those children with SEND. Specific to both child and context, these adjustments are considered and communicated at Staff Meetings and recorded on our management information software (iSAMS).

There will be no reasonable adjustment for 'disability' where a pupil's behaviours exhibit: a tendency to set fire; theft; physical or sexual abuse of another person; exhibitionism or voyeurism; tattoos or piercings; addictions to alcohol, nicotine or other substances.

## SUPPORT SYSTEMS

### New Pupil Policy and 'Buddy' System

Where possible, children should have a 'taster day' at the Prep School before they join. Oftentimes, and particularly in the case of boarders, pupils will return on more than one occasion and all are invited to attend 'Moving Day' in the Summer Term in order to meet their future Form Tutor.

Regardless of how often a child has visited the School before admission, all staff work hard to integrate each new pupil and boarding staff focus on helping new children get used to the routines.

INSET days before the start of each new term will include time dedicated to reviewing the notes from all new pupils. This meeting is led by the Head, includes all teaching and boarding staff, and is supported by a file emailed to all staff by his PA. Until the first exeat weekend, approximately three weeks into term, each staff meeting will include the experience of new pupils as a standing item.

On arrival at the Prep School, each new child is allocated two 'buddies' by the Form Tutor. These pupils are responsible for looking after the new child until they feel they are used to the routines and have made a good circle of friends. Children are chosen to be a 'buddy' to a new member of the Prep School community because we feel they can be relied upon to help children settle in quickly and make new friends. Buddies carry out their role with pride and are given the following guidelines to help them be effective.

As a 'buddy' children will need to:

- Introduce themselves to the new person – smile!
- Ask them their name and find out some things about them
- Introduce them to other members of your class
- Walk with them to Assembly and point out some of the teachers to them
- Take them to lessons and sit with them if possible
- If asked to work in pairs, be their partner
- Involve them in their games during breaks
- Make sure they know where to sit at lunch
- Make sure they know where to go at the end of the day

This is their job for the first full week of term. Throughout the first full week the Form Tutor will speak to both children about how things are going and decide if the 'buddy' will need to continue their job for longer. If the 'buddy' has done their job well, the new member of the Prep School should have made friends and feel comfortable with the School routine by the end of the first full week.

Assessments, 'taster days' and previous school reports all help to inform decisions regarding the allocation of Tutor Groups and sets for new pupils, but these – as with all children – are reviewed regularly and both sets and the Individual Needs (IN) register can change if it is in the best interests of new pupils.

Parents will be contacted by their child's Form Tutor before their child joins the School and also after one week of schooling to ensure that each child is happy and has built good relationships with other children.

## Welfare Provision for Overseas Boarders

Young children boarding overseas require particular care to ensure that their pastoral needs are met and that they are happy. English will not be the first language for most of our overseas boarders and many will be away from home for the first time.

### *Prior to the pupil arriving at school:*

- Pupils' academic and personal profiles will be discussed in staff meeting.
- Houseparent emails parents to introduce themselves, provide contact details and invite any questions or concerns. A video conference meeting is offered between themselves and parents or guardians. If during term time, this may also include current boarders. This allows introductions to be made, faces to be familiar, bonds to be started and questions to be asked. If appropriate, email addresses between the new pupil and a future buddy can also be exchanged.

### *On arrival at school (prior to the first full day of term):*

- Houseparent and, when possible, Assistant Houseparent to meet parents and new boarder. Medicines, passports, money etc. to be discussed and stored securely.
- A tour of the House and School to be offered, if parents and new boarder have not already done so.
- If a member of staff in school is able to speak the same language as the new family, then they are invited to meet parents and new pupil to enable questions to be asked. This is also an opportunity to give the parents and new boarder confidence that they have an adult with whom they can converse should they need to, particularly if their command of English is limited, or they are lacking in confidence.
- At this initial meeting with parents and the new boarder, communication with home is discussed. Their preferred method of communicating with each other is discussed.
- The time at which boarders usually have access to their mobile phones and other devices is explained. If time difference, parental work commitments etc. prevent ease of communication at the usual time, then an alternative time is arranged.
- Pupils and parents are shown where the House phone is and it is explained that boarders can make contact at any reasonable time, they feel that they need to, taking into account time differences.

### *First full school day:*

- Houseparent arranges for overseas boarders to access WiFi in order to be able to communicate with home.
- Buddy takes new boarder into school and introduces them to their Form Tutor.

### *Exeat Weekends:*

- Overseas boarders may stay with new friends during exeat weekends or with their guardians. The School will not actively arrange these visits but will act as an intermediary to ensure all parties are happy with the arrangements.
- However, if they and their parents would prefer, then they are offered the option of staying at School where they are cared for by one of the Houseparents. There is a charge for this which is published on the fees schedule.

- Before the first exeat of their arrival term, all overseas boarders will have a meeting with the HM to discuss their wellbeing and integration.

*Ongoing:*

- Each new overseas boarder is assigned a 'buddy'. The buddy has a job description which has been created and agreed by all pupils in the boarding house.
- Various additions to the Houses furnishings are used to make the overseas boarders feel at home, such as world maps, national flags of the various countries, welcome posters in different languages and the time back home.
- Pupils from overseas will be placed in different dorms, Tutor Groups and sets wherever possible to encourage new friendships and development of EAL.
- Where the SMT and Houseparents consider it helpful, overseas boarders will be limited to the number of others from their home country with whom they can sit at breakfast and supper times. This is to ensure the long-term integration of these children with their UK counterparts.
- Houseparents, Assistant Houseparents and teaching staff will endeavor to sit with overseas boarders at breakfast and supper to gauge their wellbeing and encourage conversation with others.
- Houseparents and Assistant Houseparents will be in regular communication via email or telephone to discuss their child's wellbeing and progress. This personal communication may be supplemented by parents following the respective X (Twitter) accounts of the School and the weekly Newsletter.
- Traditional and cultural festivals and traditions are recognized whenever possible. For example, the story of St Niklaus will be recognized for German boarders and pupils put their shoes outside their bedroom doors at night to receive small gifts.

## REWARDS (Year 3 – Year 8)

### Informal

- Verbal praise: is a part of our everyday interactions with children both inside and outside of the classroom and a defining feature of the Prep School.
- Millionaire's Club: children receive credit for reading on the Accelerated Reader Scheme. Once they have read one million words they receive a HM Award and as a group of ten, enjoy a day of privileges (including home clothes) at School.
- Accelerated Reader Scheme raffle tickets: every time a pupil scores 100% on a quiz, they receive a raffle ticket which goes into a prize draw at the end of term.

### Formal

- Curriculum Merit: is awarded for a very good piece of work, performance, or effort (or the accumulation of more minor achievements).
- Social Merit: awarded for excellent citizenship through the School day.
- Boarding Merit: awarded for excellent citizenship in the Boarding House.
- Curriculum and Social Merit certificates and badges: Certificate and badges are presented when certain thresholds are attained: Bronze (10), Silver (25), Gold (50), Platinum (80). Boarding merits warrant the same certificates but badges are replaced by other boarding treats.
- Boarder of the Week: as adjudged by the Houseparent and announced in the Newsletter.

- Headmaster's Award: for a singularly outstanding piece of work or performance, as well as reaching the Millionaire's Club (see above). Awarded at HM Assembly.
- Wolf of the Week: for the children in Reception to Year 4 at the discretion of the Form Tutor. Awarded at Lower School Assembly each Friday.
- Music Merit: awarded by visiting music teachers (VMTs) for high standards of practice and performance.
- Termly and Annual Prizes: recognise academic, pastoral and extra-curricular achievements.

## SANCTIONS (Year 3 – Year 8)

### Informal

- Intervention by a member of staff working from the principle of least obtrusive to more pointed. Excellent behavioural management will either entirely prevent or 'nip in the bud' any problems before they escalate. Informal sanctions represent the vast majority of our behaviour management strategies.

### Formal

- Note: gives staff the opportunity to formally log any behaviour or communication that they feel should be logged on a pupil's pastoral record. A simple headline on the Note should direct staff to the relevant email.
- Curriculum Minus: is given when prep or work within a lesson is sufficiently lacking in effort to have put at risk the right to **learn** for either the child him/herself or their peers.

Examples: repeatedly poor or non-existent effort for preps, repeated disruption or lack of application in class (including being unprepared or late for lessons)

- Anti-Social Minus: is given when a child's behaviour threatens their own or someone else's right to be **safe** or treated with **respect**.

Examples: being deliberately mean to another child (including excluding them from playground games and so on), repeatedly slovenly appearance, pushing and shoving in a queue.

- Boarding Minus: is given for poor behaviour in the Boarding House.

Example: showing a lack of **respect** for another pupil's property.

- Detention: awarded for an accumulation of 3 x Minuses or a singular act of misbehaviour. To be carried out at the earliest opportunity and recorded as such by the Head of Day House and to occupy all free time on that day. Tasks may involve writing letters of apology or reflective worksheets.

Examples: scuffles in the playground, foul language, unintentional minor damage to property, lying to a member of staff.

### Serious Misbehaviour (included on Serious Misbehaviour Register)

- HM Detention: given for a very serious violation of the School's essential rights. Decided upon in consultation with either the Head of Day House (HoDH) or SMT. Carried out by the HM (or DH in his absence) and parents are informed by the Form Tutor.

Examples: violence, wilful damage or theft of property.

- Report Card: a pastoral tracking device which is taken by the child concerned to every lesson and signed by the subject teacher with a comment upon that pupil's behaviour. The Form Tutor signs off the card every day. The decision to put a child on a Report Card will be taken in consultation with the SMT, who will also decide when it is appropriate to finish the tracking. Parents are informed by the Form Tutor.

- Bullying: see separate Counter-Bullying Policy but note that incidents of bullying are recorded as such on MIS.
- Suspension / Exclusion: owing to earlier sanctions and the ethos and character of the School, it is extremely rare to suspend or exclude any pupil. If necessary, it is done at the discretion of the Headmaster (see separate Exclusions Policy). Malicious accusations against staff will be considered very seriously.

## MANAGEMENT OF PUPIL BEHAVIOUR IN PRE-PREP (Reception – Year 2)

Encouraging the youngest children in the school to take ownership of their behaviour, actively consider the needs of others and consider the impact of their actions on other members of the school community is an important part of their learning and development and should underpin any reward or sanction.

### REWARDS

The promotion and modelling of good behaviour, encouragement and praise are more valuable than sanctions, therefore rewards are key to maintaining positive behaviour and pupil wellbeing.

These should be delivered with explicit reference to a positive social behaviour, learning behaviour or linked to one of the Ways of the Wolf.

#### Informal:

- Verbal praise – to be used frequently and liberally. This should be explained and rationalised using language that the child understands ('You tried really hard to do that – great ambition').
- Positive interactions with pupils – taking an active interest in their lives; through conversation and questioning for example. ('What did you find hardest about that?' 'Why did you enjoy that game?')
- Golden Time or other classroom reward initiatives at the discretion of the class teacher, where the parameters are well understood by the pupils.

#### Formal:

- Curriculum Merits – for effort in class.
- Social Merits – for demonstrating positive social behaviours.
- Wolf of the Week, awarded at Lower School Assembly each Friday.
- Merit certificates and badges.
- Termly and Annual prizes.
- Lower School Thinker awards.

### SANCTIONS

These should always be framed in the context of the Ways of the Wolf. Children who are being sanctioned need to understand which of the Ways of the Wolf their behaviour is having an impact on.

#### Informal

Verbal reminders from staff of behaviour expectations.

Strategies should aim for consistency and clarity throughout the Pre-Prep classes, although there should be an allowance for variation according to age of the children.

- Use empowering language to encourage the child to think about their behaviour and give them the opportunity to alter it.

- Ensure expectations are clear. ‘Safe hands and feet’.
- Notice, acknowledge and, if appropriate, reward positive behaviour.
- Make use of whole-class positive behaviour strategies i.e. golden time cubes.
- Make sure rules are clear and understood.
- Make sure consequences of positive and negative behaviour are understood.
- Where appropriate, allow children to make amends.
- Allow opportunities for children to be heard, whether at the time or later.
- Observe and consider the potential underlying causes of a pupil’s behaviour so that we can best understand the communication before intervening.
- Where other children are involved, the principles of restorative practice should be followed.
- Sanctions should be clear, timely, consistent and proportionate.

**Formal**

Formal sanctions in Pre-Prep for non-negotiable unacceptable behaviour should follow the table below:

Nature of unacceptable behaviour	Sanction 1 <sup>st</sup> time	Sanction 2 <sup>nd</sup> time in the same week	Sanction 3 <sup>rd</sup> or more times in the same week
<p>Aggressive and threatening behaviour (Physical, verbal, body language, intimidation / power imbalance)</p> <p>Being disrespectful (Intentionally breaking property, refusing to carry out reasonable requests from staff)</p> <p>Repeated disruption to learning (repeated interruption of staff, purposeful disruption of lessons, refusal to carry out reasonable requests)</p>	<p>‘Time to reflect’ during play (or at the next play time) in minutes equivalent to their age.</p> <p>Report to Class Teacher</p> <p>Teacher discretion in sharing this with the parents of the protagonist.</p> <p>Parents of the child who has been ‘victim’ to always be informed.</p> <p>If the child has bitten another child, parents of the protagonist always to be informed after the first time.</p>	<p>‘Time to reflect’ during play time (at the next play time) in minutes equivalent to their age and sent to Head of Pre-Prep.</p> <p>Recorded on CPOMS by the Class Teacher and assigned to Head of Pre-Prep / Senior Deputy Head</p> <p>Parents of both protagonist and ‘victim’ informed by Class Teacher.</p>	<p>‘Time to reflect’ during play time (at the next play time) in minutes equivalent to their age, and sent to Senior Deputy Head.</p> <p>Recorded on CPOMS by the Class Teacher and assigned to Head of Pre-Prep / Senior Deputy Head.</p> <p>Parents informed by Head of Pre-Prep.</p>

Any use of sanctions should lead to a restorative conversation when the child has calmed down, or at a point that the class teacher deems appropriate. This could be after a ‘reflection time’, later in the same day, or the following day, but within 24hrs.

Templates for conducting a restorative conversation are available to all teachers from Head of Pre-Prep.

## WELLBEING CONCERNS

Where a pupils' wellbeing is of concern, staff will enter the details onto CPOMS. Both the level and nature of concern are noted, along with details and names of other pupils involved. These may range from mild concerns through to severe concerns:

Mild	Where early help for minor issues is required relating to stress, low self-esteem, homesickness etc.
Moderate	Concerns which require support to maintain good mental health. Includes bullying, which will also be logged as Serious Misbehaviour for the transgressor on Rewards and Conduct module within iSAMS.
Severe	Safeguarding concerns which require focussed interventions, such as self-harm, eating disorders, depression, severe bullying, peer-on-peer abuse, sexual harassment and sexual violence. Sexual harassment and sexual violence would also be logged as Serious Misbehaviour for the transgressor on Rewards and Conduct module within iSAMS to allow for accurate record-keeping. Some safeguarding concerns will require specialised intervention service outside of school, such as severe eating disorders, persistent self-harm, suicide ideation etc.

## COMMUNICATION OF REWARDS / SANCTIONS / PASTORAL CONCERNS

iSAMS (Reward and Conduct module) and CPOMS will alert staff via email on each of the rewards / sanctions / concerns below. Where necessary, parents should be contacted by the Form Tutor with the exception of suspension.

	Form Tutors, Houseparents	HoDH, AHM, DH, HM	Parents	Collated and analysed termly by SMT on <i>Serious Misbehaviour Register</i>
Merits & Minuses (both Day and Boarding)	✓			
HM Award, Star of the Week, Detention	✓	✓		
HM Detention, Report Card, Bullying, Suspension, Sexual Harassment, Sexual Violence and Exclusion	✓	✓	✓	✓
Wellbeing Concerns entered into CPOMS	✓	✓	<i>Where necessary</i>	

## STAFF MEETINGS

Teaching staff meet regularly to discuss pastoral and academic issues. Wellbeing concerns recorded on CPOMS will be tabled by the Deputy Head, with input from applicable staff.

- Monday Staff Meeting (30 minutes): weekly
- Thursday CPD Meeting (5-10 minutes): weekly
- INSET: termly

## HONOURS / ROLES OF ADDITIONAL RESPONSIBILITY (RoAR)

Several honours in recognition of pupil service and attainment are available for all children and through the course of each academic year. Heads of School, the Senior Pupil Team, Heads of Boarding and Day Houses, Heads of Music and Drama, Captains of Sport and their various deputies are all awarded to Year 8 pupils who must formally apply in writing during the Summer Term of Year 7.

- Curriculum and Social Merit Certificates and Badges: Certificate and badges are presented when certain thresholds are attained: Bronze (10), Silver (25), Gold (50), Platinum (80).
- Music Merit Certificates and Badges: progression of bronze, silver, gold according to music merit totals and awarded at Assembly.
- Boarding Merit Certificates: warrant the same certificates but badges are replaced by other boarding treats.
- Form Captains: each term, the Form Tutors from Reception to Year 8 will select a Form Captain to sit on the School Council meetings held once either side of half term. In addition, the Heads of School also attend. These meetings are held separately according to age and are chaired by the two Deputy Head teachers. See 'Pupil Voice', below.
- Colours: Pupils in Years 7 and 8 can be awarded Colours for extra-curricular endeavour or through their Boarding House. These are recognised in different ways according to department.

### Colours

Pupils in Year 8 are eligible for Colours in the following fields and according to the associated criteria:

Field	Success Criteria	Award	Awarded by
Academic	Outstanding passion and / or attainment across STEM or Language subjects. This will be evident through their acceptance of additional challenge, their enthusiasm and collaboration with others.	House scarf with ACADEMIC: STEM or ACADEMIC: LANGUAGE nametape	Deputy Head (Academic) after nomination by HoDs
Boarding & Day House	Behaviour demonstrating exceptional levels of kindness, respect and integrity. Acts of leadership and initiative, as well as those of service. Outstanding contribution towards charitable fund-raising. A role model for younger pupils. All of the above should be reflected in an exceptionally high merit count.	Cressbrook House tie Beale swan brooch House scarf with DEE, LUNE, RAWTHEY or WENNING nametape	Boarding Houseparent or Head of Day House
Sport	Outstanding contribution to the department, through commitment, ability, proven success and / or acting as an ambassador	House scarf with specific sport, MUSIC, DRAMA or ART nametape	Director of Sport Head of Girls' Games
Music			Head of Music
Drama			Head of Drama
Art			Teacher of Art

NB. All Colours awards must be first confirmed by the Headmaster after communication from the relevant staff member.

- Senior Pupil Team: those pupils most representative of the Prep School's core values will be appointed to various positions within this SPT, often with more than one postholder at each level:
  - Heads of School
  - Pre Prep Leaders
- Deputies and/or Heads of Beale and Cressbrook: weekly or full boarders from Year 8 are appointed by the Housemistress/Housemaster each year.
- Pupil Head of Day House: a Year 8 pupil is appointed by the respective Heads of Day House and will not normally be a child holding either of the previous two positions mentioned above. These positions are renewed each term to allow for deserving new pupils entering at Year 8.
- Captains of Music and Drama: are appointed by the Heads of Music Drama and are recognised by a badge.
- Captains of Sport: Year 8 pupils are appointed by the Head of Boys' and Girls' Games to captain the various sports and are recognised by a badge.

## MANAGING PUPIL TRANSITION TO SEDBERGH SCHOOL

The great majority of Prep School pupils in Year 8 will transfer to the Senior School, where they will come under the care of Houseparents; most as boarders but a very few as day pupils. House choices are made from Year 6 onwards, or as soon as possible for pupils arriving later; from the point at which Senior Houseparents are known, the pastoral handover can effectively begin.

Senior Houseparents visit the Prep School to read at chapel services and to meet future tutees and their parents. Pupils begin to visit the Senior School more frequently for sporting and community events, developing greater familiarity with the campus. In the Summer Term of both Year 7 and 8, pupils spend two days and a night at their future House, becoming better acquainted with their next home and further developing relationships with key staff. These visits are complimented by summer parties held by Senior Boarding Houses to which parents and future pupils are invited.

Those pupils taking scholarships into Year 9 also have an additional opportunity to spend time in House and to meet pupils from other schools.

The Prep School Houseparents will meet personally with their senior counterparts to share a verbal handover in the Summer Term of Year 8, with the Deputy Head and Headmaster meeting the Head of Year 9 to communicate both academic and pastoral issues and help decide upon initial setting.

During the first half of the Michaelmas Term, a member of the Prep School SMT will sit in on pastoral House meetings at the Senior School as required to advise on successful approaches for any issues concerning a previous Year 8 Prep School pupil. Of course, this facility remains in place as required at all times for the year and for all ex-Prep School pupils.

The Designated Safeguarding Lead for the whole School is a member of the Senior School SMT and will understand all child protection and safeguarding concerns of children transferring to Year 9.

Both Schools have access to the corresponding MIS system as well as CPOMS, and can therefore refer to pastoral and academic notes as necessary.

## PUPIL VOICE

Children at the Prep School are encouraged to contribute ideas and suggestions about various aspects of School life in a range of ways. In addition to the many opportunities for informal communication between children and adults in the course of the School day, different forums and meetings take place to elicit children's views about their lives.

### **Concerns Boxes**

Pupils may use the concerns boxes, available to both day and boarding pupils.

### **School Council**

Two age-specific versions of the School Council each meet twice a term. Form Captains in Reception to Year 4 sit as the younger version of the School Council and this is chaired by the Head of Pre Prep along with the Pre Prep Leaders. Form Captains in Years 5 to 8, as well as the Head Boy and Girl, meet separately and this meeting is chaired by the Deputy Head.

Form Captains are encouraged to discuss each forthcoming meeting amongst their form and represent the various views of their peers at the School Council. These are discussed in full and the subsequent minutes and action points are displayed on the relevant notice board.

The catering manager is invited to attend these meetings to allow pupils a chance to discuss food and drink.

The Form Captains are decided by the Form Tutor and these rotate on a termly basis.

### **Boarding Forums**

Boarding forums are held every three weeks in the evenings. In them, children are invited to contribute to the agenda, either by informing the Housemaster/ mistress or by placing their ideas into the concerns and suggestions box kept in each boarding house. The Housemaster/ mistress may also wish to add items to the agenda for discussion.

Forums are either themed (Food, Activities etc.) or are of a more general nature taking the form of an 'Open Forum'. The Housemaster/ mistress publishes the minutes for all forums. These are displayed in the boarding houses and form an agenda item in boarding meetings.

### **PSHEE Lessons**

Due to the nature of the subjects at hand, these lessons often provide the opportunity for pupils to share their thoughts about the way in which the School is run.

### **RoAR**

Pupils holding these positions will be aligned with a member of staff – the Head, the Director of Music, the 1<sup>st</sup> team coach, and so on – and will routinely meet with them to discuss their position and various roles within their job description. These meetings will also allow for two-way discussion on other points of interest.

### **Pupil Concerns**

Through the open channels of communication, specific opportunities described above, and through outstanding pastoral care, there are many ways in which pupils can bring concerns to the attention of any staff member they choose. At all times in School, but particularly in their PSHE lessons, form periods and assemblies, children are actively encouraged to express their worries at the earliest opportunity so that problems can be sorted out quickly, thus preventing an unnecessary build-up of anxiety.

A list of key staff and agencies with contact details is also displayed at various points around the School. This list includes:

- Head
- Deputy Head
- Whole School Designated Safeguarding Lead (DSL)

- Houseparents
- Assistant Houseparents
- School nurses
- School Chaplain
- Independent Listener
- Childline
- Office of the Children’s Commissioner
- Kidscape
- NSPCC Child Protection helpline
- concerns@isi.net

## ASSEMBLIES AND CHAPEL SERVICES

The School meets for collective assemblies and worship in the following forums:

Monday	Form Period
Tuesday	Whole School or House Assembly alternate weeks
Thursday	Whole School Singing Practice for Reception to Year 6. Year 7 and 8 have additional PSHEE time.
Friday	Chapel Service Years 5 – 8: Form Period Reception – Year 4: Lower School Assembly

The Deputy Head, in conjunction with the Assistant Chaplain, arranges for a rotation of staff and pupils to lead these assemblies alongside a given theme.

## CHARITIES

Each term, the Prep School supports a new charity, with pupils given the chance to vote for one of three choices, in addition to recurring charity days such as Sport Relief. These choices reflect:

- Human, global charity
- Human, local charity
- Environmental charity

In addition to certain sponsored events and collections, there will be either one or two Charity Days organised by the Day Houses to raise money, awareness and to demonstrate to pupils the ways in which they can make a positive contribution to society outside of the School gates.

Boarding Houses run their own charity fundraising in order to support causes close to the hearts of their boarders.

## PROMOTION OF BRITISH VALUES

At the Prep School these values are reinforced regularly and in the following ways:

### Democracy

Democracy is richly embedded within the school. Pupils have the opportunity to have their voices heard through our School Council, boarding forums and through RoAR in Year 8. When current affairs allow, the role of parliament and democracy will be addressed in 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 throughout regular School days. Therefore, pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service feature as part of our calendar of events and help to reinforce this message.

### Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a School we educate and provide boundaries for all pupils to make choices safely, through provision of a safe environment and an empowering approach through our education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our computer science and PSHEE lessons.

### Mutual Respect

The right to be treated with respect is one of the central pillars of our approach to promoting good behaviour. Respect is one of our values taught explicitly within PSHEE lessons and assemblies. Staff and older pupils throughout the School will model, demonstrate and promote respect for others.

### Tolerance of those of Different Faiths and Beliefs

Through the international element of our boarding community, the Prep School is a culturally rich and diverse school where children have unique opportunities to learn from each other by sharing and celebrating different faiths and cultures. This is supported by learning in religious education and PSHEE.

## FOOD AND DRINK

The Prep School is committed at all times to providing a balanced, appropriate and healthy diet for its pupils. Menus are produced on a 4-weekly rotation and are displayed around school and on the website. Packed meals are monitored closely to ensure that their nutritional content is adequate and appropriate, with ingredients made clear on packaging.

Pupils’ opinions are sought through the School Council and the PSHEE programme and science curriculum include teaching the benefits of healthy eating.

### Schedule

Time	Meal	Details	For
0730	Breakfast	Hot savoury (including vegetarian) or sweet option. Toast and spreads. Cereal. Yoghurt. Juice and milk. Fresh Fruit. Tea.	Boarders and registered day pupils
Morning break (except Sundays)	Snack	Homemade slice, flapjack etc.	All
Lunchtime	Lunch	Main meal to include meat or vegetarian option, vegetables. Salad bar, jacket potato and soup available. Either starter or desert / fresh fruit.	All

Afternoon break (except Wednesday and weekends)	Snack	Fresh Fruit	All
1700 (except weekends)	Bus snack	Biscuits	Bus pupils
1700 - 1800	Supper	Main meal to include meat or vegetarian option, vegetables. Salad bar and fresh fruit available.	Boarders and registered day pupils
1930 onwards	Boarders' snack	Fresh fruit. Cereal. Toast and spreads. Tuck is allowed up to twice per week and is monitored by Houseparents.	Boarders

NB. Water is available at all mealtimes and around the School

Sunday routines are adapted

## ACCEPTABLE USE OF IT AND E-SAFETY

Please see separate E-Safety Policy.

## BULLYING

Please see separate Counter-Bullying Policy

## SEARCHING & CONFISCATION

Sedbergh School and Sedbergh Prep School adhere to the following guidance which is outlined below:

[Searching, Screening and Confiscation – Advice for schools. July 2022](#)

### Searching

- School staff can search a pupil for any item if the pupil agrees.
- The Headmaster and staff authorised by the Headmaster have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
  - knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco, cigarette papers or any vaping equipment.
  - fireworks
  - pornographic images
  - 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 the property of, any person (including the pupil).

### Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to School discipline.

## THE USE OF REASONABLE FORCE

Sedbergh School and Sedbergh Prep School adhere to the following guidance which is outlined below:

### [Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies. Reviewed July 2015](#)

#### *What is reasonable force?*

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### *Who can use reasonable force?*

- All members of School staff have a legal power to use reasonable force.
- This power applies to any member of staff at the School. It can also apply to people whom the Headmaster has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a School-organised visit.

#### *When can reasonable force be used?*

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### *Schools can use reasonable force to:*

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. All forms of corporal punishment are not allowed under any circumstances.

An immediate, detailed written report should be made of any incident involving the use of force as soon as practical after the incident has taken place and forwarded to the Prep School Headmaster to be included in the Serious Incidents log.

## APPENDIX A: NOTABLE SCHOOL RULES AND BEHAVIOUR EXPECTATIONS

### Out of Bounds

- Car park, woodland unless accompanied by staff member.
- Science block, art and design block, home economics block, sports hall, swimming pool, stables, sports pitches unless accompanied by staff member.
- **Crossing of the road is only allowed when supervised by a member of staff - *Staff must make sure they are familiar with the School's Road Crossing Policy and adhere to it at all times. Failure to follow the policy may be regarded as misconduct.***

### Movement around School

- Walk calmly between lessons and pass on the left-hand side of stairs.
- Open doors for adults and let them pass first.
- Pupils are encouraged to bring their own water bottles to lessons, but not hot drinks.
- Bring everything you need to the next group of lessons to avoid returns to Form Room.
- Eat your snacks and meals in the dining room.
- Line up quietly outside a new classroom before the teacher invites you in. If an adult enters the room, please stand quietly.
- Please leave rooms tidy, with chairs underneath the desks.
- D&T Centre and ICT suites should only be entered under supervision.

### Break times

- Pupils should be in one of the designated break areas (library, sports hall, tennis court, netball court, adventure playground, den building area and lawns *when dry*). Stay away from the bushes and flower beds.
- Pupils should not enter a space which is not supervised. If on arrival they find a space unsupervised they should move back into a supervised area.
- Once break time periods have begun, and for the duration of the period, the expectation is that all pupils should be within a designated, supervised area (as detailed above).
- Entry to the sports hall is via the coded door and the sign in the window will signal whether there is a staff member upstairs.
- Food and drink should not be taken from the dining hall and aside from water, nothing brought in from home.
- Rough play or contact games are not allowed.
- During wet break, children in Years R – 5 will return to form rooms to be supervised by form tutors, whereas Years 6 – 8 will go to the sports hall to be supervised by duty staff.

### Mealtimes

- At lunch time all tables should be supervised by the staff member on duty, whose role it is to encourage good table manners and conduct.
- Mobile phones should not be used by staff at the tables within the dining hall.
- Pupils should enter the dining hall quietly. Once the bell has been rung, everyone should then stand in silence during 'grace'
- Good table manners should be observed at all times. These would be characterised by:
  - pupils sitting properly in their places;

- pupils asking for things to be passed to them from across the table;
- pupils waiting for everyone on the table to have been served their food prior to starting their meal, and;
- pupils avoiding putting their elbows on tables.
- All coats should be hung up prior to entering the dining hall and hats / hoods should be removed.
- Food must not be taken out of the dining hall.
- At lunchtimes pupils should sit at their designated table (unless tables are condensed due to fixtures). At other meals pupils should remain at the table they have chosen and should then help to clear this table at the end of the meal.

### **Assemblies and Hymn Practice**

- Following lunch and prior to entering the Tom Penny Theatre pupils should be reminded of behaviour expectations for assembly / hymn practice sessions.
- Seating plans should be considered, particularly for groups of pupils who find it more difficult to resist the temptation to talk to their peers.
- Teachers attending these sessions should sit amongst the children and not just at the end of a row.
- Mobile phones should not be used during these sessions with the exception of taking afternoon registration.

### **Chapel**

- Seating plans to be considered to ensure that pupils are sitting adjacent to peers who are not going to distract, disrupt or encourage them to talk during the chapel service.
- Pupils to walk to church accompanied by teachers / form tutors and to enter in a calm, respectful manner.
- Whilst singing hymns, hymn books should be held up rather than being leant on pews.
- During prayer and / or reflection periods heads should be bowed.
- Laminated chorus sections of hymns to be provided for our youngest pupils.

### **Prep (Homework)**

- Teachers to ensure that prep expectations and the outcomes of the tasks set are made clear to the pupils and that these are recorded in their planners.
- Pupils to have their planners with them during prep sessions to which duty staff may refer.
- Pupils to always have a reading book with them they can engage with, in the event of completing all of their prep tasks.

### **Transition Between Lessons**

- Pupils and teachers will arrive on time for lessons.
- Lessons will end when the bell rings, not before.
- Pupils will walk along corridors and when on the stairs. All adults and Year 8 leaders should be consistent in their approach in reminding pupils of this and professional discretion used if a *minus* needs to be awarded.
- Pupils and adults will move around the school in a quiet, respectful and calm manner.
- Pupils and adults will walk along the left hand side of corridors and stairs.
- Pupils and adults will hold doors open for each other.
- Older pupils' bags will be stored neatly, safely and securely in form rooms / lockers.
- Pupils will line up outside classrooms / learning environments.

### **Appearance**

- Girls should tie up hair that is shoulder length or longer.
- Small stud earrings are the only jewellery permitted for girls.
- Neither temporary nor permanent tattoos are permitted.
- Please wear your blazer to and from School, or carry it in full Blues.
- NB See note under Pupil Equal Opportunity for reasonable adjustments due to religion.

#### **General**

- Mobile telephones used on buses into School should be left at the Front Office. There should be no phones with pupils during the School day.
- Chewing gum is not permitted.
- Put your bags into your lockers or on your pegs, not left in the corridor.

N Goligher  
CSPS Senior Deputy Head