



## BEHAVIOUR POLICY – SENIOR SCHOOL

***Please note that aspects of this Policy are superseded by our procedures in time of Covid-19 and related matters. The general principles still apply however.***

### **Principles**

This policy document sets out to promote and maintain honest, considerate and dependable behaviour amongst College pupils. It reflects and pulls together the long-held values and principles on which are based the College's expectations of high standards of behaviour amongst its pupils. The College Rules apply to all age groups and at all times when the pupil is: at school, representing the College or wearing school uniform; travelling to and from school; associated with the College at any time. The Policy has also been drawn up so as to comply with Standard 12 of the UK's National Minimum Standards for Boarding Schools 2015 and takes into account the statutory UK guidance given in 'Behaviour and Discipline in Schools' (Feb 2014) and the Equality Act 2010.

The Governors and the Headmaster intend that the College Rules and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from College premises and outside the jurisdiction of the College, for example during an exeat weekend or half term and in the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the College, affects the welfare of a member or members of the College Community or a member of the public, or which brings the College into disrepute.

It is to be read in conjunction with several other College publications that deal with specific aspects of pupils' behaviour, the way in which it is managed, and associated rewards and punishments:

*Anti-Bullying Policy*  
*Child Protection Policy*  
*Classroom Expectations*  
*Complaints Procedure for Parents*  
*Code of Conduct for Sport*  
*Drugs, Alcohol and Tobacco Misuse*  
*Exclusions, Removal and Review Policy*  
*Guidance for Pupils*  
*Promoting Positive Behaviour Policy*  
*Social Media Policy*  
*Use of Reasonable Force to Control or Restrain Pupils*

*Guidance for Pupils* includes (in Section 7) a definitive listing of College Rules. It is updated annually and issued to all pupils at the beginning of every academic year.

### **Policy Aims**

The years which pupils spend at Epsom College in Malaysia represent a bridge between childhood and the wider horizons of universities and chosen careers. It is during this period that pupils must prepare for entry into a changing world by growing into young people of sound judgement and integrity. The College therefore aims to provide:

- a stimulating learning environment in which the potential of each pupil is fulfilled;
- a caring community in which the welfare of all its members is protected and pupils, in particular, are safeguarded from disruption, violence, bullying and other forms of harassment;
- a happy, friendly and purposeful environment in which every pupil is encouraged to develop self-esteem, self-discipline and a sense of responsibility for his/her own conduct;
- an ethos that fosters appreciation and celebration of diversity, and tolerance and respect for all members of the community;
- constant guidance and reinforcement of conduct that is acceptable and expected; clear indications of the distinctions between conduct that is right and wrong;
- positive encouragement for, and recognition of, good behaviour, effort and achievement;
- a structured system of support for every pupil who has learning and/or behavioural needs that includes effective communication between all concerned teaching staff and other professionals;
- a published set of rules in which boundaries between acceptable and non-acceptable behaviour are clearly defined;
- strong and effective links with parents and guardians with the aim of maintaining positive working relationships that have pupils' best interests in mind;
- a consistent and proportionate response to breaches of College Rules and other behavioural issues that includes the application of sanctions to address serious and/or persistent behavioural problems;
- an ethos in which a sense of service to the community, consideration of and responsibility for the well-being of others, awareness of environmental issues and other aspects of responsible citizenship are all actively promoted.

### **Code of conduct**

The regular business of a school can only be carried out effectively in a disciplined and structured environment; one in which pupils accept and abide by a code of conduct that allows every participant to derive the greatest possible benefit from his/her time in lessons, on other school activities and during 'off-duty' and leisure periods.

### **Pastoral care**

The development of each pupil's own talents — academic, athletic and cultural — is seen as a means of advancing his/her progress towards maturity. Freedom and responsibility are two essentials of education. Thus, all pupils at the College have freedom to enquire, freedom to criticise constructively, freedom to use their initiative and freedom to approach a teacher at any reasonable time. They are given the opportunity to exercise responsibility within parts of the school, helping to create a caring community in which all can thrive by showing consideration for others, which includes having due regard for those in authority. Pupils are guided throughout their school career to take increased responsibility for their own actions. More senior pupils are encouraged to take up leadership positions within the school. All are expected to play a positive part in increasing the well-being of the community.

The framework for the delivery of pastoral care is the House System. Within the Houses a high standard of care exists; interest and guidance are offered and self-discipline nurtured. Each House is in the charge of a Housemaster/mistress (“HMM”) assisted by residential staff and house tutors, with whom pupils can discuss any matters of interest or importance. The HMM should be informed at an early stage of any concerns about the temperament, behaviour or progress of a pupil.

### **General expectations**

At all times, when under the College’s authority, every pupil is expected to:

- be trustworthy, truthful and reliable;
- act in accordance with the Law;
- commit him/herself to the ethos of the College and abide by its published rules to contribute towards the establishment of a stimulating educational environment in which all pupils can flourish;
- accept responsibility for his/her own progress in the school, with particular reference to learning and academic attainment;
- fulfil all obligations including punctual attendance at all compulsory activities;
- take full advantage of the wide range of extra-curricular activities on offer;
- strive towards attainment in all areas of College life and support others in their attempts to do likewise;
- respect the rights of others, including that of privacy;
- behave rationally, and conduct him/herself in an orderly and considerate manner — for example, by being 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 his/her appearance and demeanour;
- show courtesy to visitors, including parents of current and prospective pupils;
- show consideration for other members of the College 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 his/her own health and safety — by eating sensibly, exercising regularly, carefully assessing risks and avoiding harmful substances;
- tolerate beliefs, opinions and ways of life that differ from his/her own and respect diversity of race, religion and culture;
- conserve the buildings, plant and grounds of the College — for example, by proper disposal of rubbish;
- be aware of environmental issues and help the College 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

***Please note that aspects of classroom expectations are superceded by our procedures in time of Covid-19 and related matters. The general principles still apply however.***

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 or at the outset of a new course of lessons, or as directed by the teacher during a previous lesson;
- sit as directed by the teacher;
- start every lesson in a calm and ordered manner;
- mobile phones must not be visible in lessons; devices (laptops / tablets are to be used only with the permission of the teacher);
- have available their diary/planner at the beginning of every lesson and 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;
- raise a hand before answering or speaking 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.

## Recognition of good behaviour, effort and achievement

The conventional and age-old way in which teachers manage the behaviour of pupils is by punishing that which is bad and rewarding that which is good. However, an effective balance between the two must always be maintained. Consistently well-behaved pupils are entitled to expect to be praised or rewarded regularly in much the same way that persistent offenders are chastised or punished. It is to be hoped that the frequency with which pupils are praised far exceeds that with which they are reprimanded. The College aims to motivate its pupils and create a culture of excellence and an appropriate environment for inspirational teaching and effective learning by taking every opportunity to recognize effort, attainment and positive behaviour. Instant recognition is achieved with appreciative gestures and spoken expressions of approval, gratitude, commendation and admiration, both in the classroom and elsewhere around the College. More formal opportunities include:

- supportive comments noted on written work as part of the marking process;
- the award of merits for extra effort or attainment relating to academic work;
- the award of distinctions for particularly outstanding pieces of academic work;
- recognition in houses, at weekly school assemblies of pupils who have accrued a number of merits and/or distinctions;
- confirmation by subject teachers of academic achievement in regular official communication to parents (i.e. end-of-term reports);
- recognition in houses, at termly school assemblies of pupils who have been awarded colours;
- recognition in houses, at weekly school assemblies of pupils who have made a particularly commendable contribution to school activities such as music;
- activity reports to parents in which mention is made of particularly noteworthy participation;
- recognition in Housemasters'/mistresses' reports of achievement in any sphere of school activity;
- frequent informal communication between Housemasters/mistresses and parents. Praise and rewards may be given to an individual pupil, a group of pupils within a class or house year group, a whole class or house or even the entire school. In particular, every opportunity should be taken to praise pupils who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.
- Praise and rewards can be used to help reinforce efforts to tackle one particular aspect of behaviour. For example, when there is concern about misbehaviour on journeys to and from school praise might be aimed purposely at pupils who make efforts to subdue such behaviour and act as positive ambassadors for the College.

### **Use of disciplinary sanctions**

All schools now have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. Schools have the authority to impose disciplinary sanctions on a pupil whose conduct falls below the standard that could reasonably be expected of him/her. Use of disciplinary sanctions must be reasonable and proportionate to the circumstances of the case, and teaching staff should apply them consistently and fairly. Account may need to be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil.

Disciplinary measures have three main purposes:

- to impress on the perpetrator that what he or she has done is unacceptable;
- to deter the pupil from repeating that behaviour;
- to signal to other pupils that the behaviour is unacceptable and thereby deter them from doing it.

The application of sanctions is more likely to promote positive behaviour if pupils view the process as being fair.

Teaching staff are advised to:

- make it clear during any investigation that it is always in a pupil's best interests to tell the truth, and that the pupil's candour will be reflected in any sanction that is eventually applied;
- make it clear where appropriate that a sanction is being applied to deal with a pupil's behaviour and not to stigmatise the pupil;

- avoid early escalation towards severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic, by taking into account a pupil's individual needs, age and understanding;
- wherever possible, avoid whole-group sanctions that punish the innocent as well as the guilty;
- consider using sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not completed in class the pupil might be brought back to finish it off);
- use sanctions to help the pupil and others to learn from mistakes, and recognize how they can improve their behaviour;
- when appropriate, use sanctions that put right harm caused by unacceptable behaviour;
- never issue a sanction that is humiliating or degrading;
- apply sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent, such that pupils should know that a sanction, when mentioned, will be used;
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and increasingly take responsibility for their own behaviour.

Sanctions should not be used where low-level interventions, such as the giving of a non-verbal signal or reminding a pupil of a rule, would be all that is needed. Staff should also consider when it might be more appropriate to encourage pupils to reflect on the harmful effects of their misbehaviour, rather than impose a sanction; for example, through producing a written account of the problem, or through individual or group discussions aimed at repairing relationships.

There is no corporal punishment at Epsom College in Malaysia. This includes the administration of corporal punishment to a pupil during an activity, whether or not on the school premises, and applies to all staff employed by Epsom College including any acting in *loco parentis* such as unpaid volunteer supervisors. The circumstances under which physical restraint may be used are noted below and in the College's policy: "Use of Reasonable Force to Control or Restrain Pupils".

A serious offence, or repetition of any offence at any level within a short space of time should usually lead to the next level sanction being imposed.

In addition, the following approved sanctions are in place:

- **Departmental Detention:** Failure to complete work, serious misbehaviour in class or poor performance in a test (monitored by the Head of Department). Departmental Detentions take place weekly and are manned by Heads of Department (on a rotation basis).
- **College Detention:** College Detentions are administered by the Deputy Head(s). Parents are formally notified by the pupil's HMM. A pupil may be placed in School Detention for the following reasons, although the list is not exhaustive: missing a Departmental Detention, non-attendance at a lesson, more serious misbehaviour in class, three Department Detentions/subject in a term or serious breaches of College and/or House rules. Written work of an academic nature is set for the pupils to complete.
- **Headmaster's Detention:** Headmaster's Detentions are administered by the Headmaster and are held at the Headmaster's discretion for a period of two hours. Parents are formally informed and

the pupil is required to see the Deputy Head (Students) in advance of the Detention. Pupils may be put in a Headmaster's Detention for serious academic issues – e.g. plagiarism, accumulation of three School Detentions in an academic year, extreme rudeness to staff etc. or for very serious breaches of College rules.

- **House Sanctions:** A pupil may be set a House Sanction under the authority of the HMM; House Sanctions are given for minor breaches of School or House rules and it is likely the sanction will be a community based task e.g. clearing up the House Kitchen – or the pupil may be set academic work to complete.
  
- **House Detentions:** A House detention is given for more major infringements of House or College rules (or persistent minor infringements) and is administered by the HMM. A House Detention will involve a pupil being required to remain in school after normal school hours and complete extra academic work during this time. A House Detention should be one hour, or in exceptional circumstances and with the permission of the Deputy Head (Students), a maximum of two hours.
  
- **Disciplinary power of prefects:** College Prefects and House Prefects have limited authority to sanction pupils for minor offences in the House or around school (College Prefects only). All such sanctions must be approved and recorded by the HMM on iSAMS and are regularly monitored by the Deputy Head (Students).
  
- **Exclusion (temporary or permanent):** The Headmaster may at his discretion require parents to remove or may suspend a pupil from the College if he considers that the pupil's attendance, progress or behaviour (including behaviour outside school) is seriously unsatisfactory and in the Headmaster's reasonable opinion the removal is in the College's best interests or those of the pupil. The Deputy Head(s) have the same authority in the absence of the Headmaster.
  
- A consistent approach and recording from all staff is the key to success with the system.

### **Malicious allegations against staff**

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with this policy. Where a parent has made a deliberately invented or malicious allegation, the Headmaster will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

### **Recording of sanctions for serious misbehaviour**

The Deputy Head (Students) and/or Heads of Key Stage is responsible for keeping a record of all sanctions imposed on pupils for incidents of serious misbehaviour. The detail recorded will include a summary of the offence and sanction, together with all paperwork relating to the incident. This log is regularly monitored by the Deputy Head(s), together with the Headmaster as necessary.

## **Physical intervention**

There are circumstances when teachers and other adults in positions of responsibility are empowered to act in a way that involves some form of physical intervention — in particular when the health and safety of pupils or anyone else is seen to be at risk, but also to prevent damage to property and possessions and in some situations to preserve good order and discipline at the College. In all cases the intervention should be reasonable and proportionate.

Guidance to teaching staff and others enabling them to conduct themselves in an appropriate manner on those rare occasions when it is deemed necessary to use some form of force including physical restraint is offered in the policy document *“Use of Reasonable Force to Control or Restrain Pupils”*. A member of staff may take forceful but reasonable and non-injurious measures in order to prevent a pupil from:

- committing an offence;
- causing personal injury;
- causing damage to property;
- prejudicing the maintenance of good order and discipline.

The aim in the guidance is to develop and uphold the consistent application of practices that, above all, are considered to be safe, but which also preserve the dignity and well-being of all those involved.

Recognition of the possibility that members of staff might sometimes be justified in using force is not a return to corporal punishment, use of which is not permitted anywhere in the College or beyond (i.e. during school related activities). Force may not be used as a form of punishment.

## **Roles and responsibilities**

All **teaching staff** should be firm and fair in their application of discipline within and outside the classroom. It is their responsibility to take positive, affirmative action to ensure that the College’s rules, procedures and that which is taken to be ‘best practice’ are all adhered to. In addition to the common law duty of a teacher to take such care of the children in his/her charge as a careful parent would take of his/her own children, there is a statutory duty imposed on teachers to promote the general progress and well-being of individual pupils or groups or classes assigned to them, to maintain good order and discipline among the pupils and to safeguard their health and safety. (This duty includes ensuring as far as possible that pupils are free from bullying and harassment.) Teachers are encouraged to seek advice from their Head of Department or from other senior colleagues concerning the management of particularly demanding groups of pupils or of individuals.

**Tutors** monitor all aspects of the school career of each of his/her tutees, which for some will include interpretation of and compliance with features of the College’s code of conduct. Through one-to-one conversations and more open discussions during tutor periods, tutors offer guidance to their tutees on a range of pastoral issues, including those that relate directly to behaviour. The occasional steer towards a particular direction or well-timed piece of advice can change a course of action, transform the tutee’s perspective on life at school or even avert a potential disaster.

**Heads of Department** are responsible for maintaining standards of behaviour and discipline within their departments that must reflect any health and safety issues associated with the teaching of particular



subjects. They will offer advice and guidance to newly appointed teachers, paying particular attention to the needs of those in a first appointment. They will monitor the use of sanctions including departmental detentions and when appropriate oversee the transfer of recidivistic pupils to a school detention and ultimately to a Headmaster's Detention.

The **Housemaster/mistress** of each house is responsible for overseeing the progress through the school of all pupils in the House and for ensuring that their safety, good discipline and pastoral well-being are all properly provided for. By means of encouragement and reward, and by the application of a clearly understood and fair system of sanctions, the Housemaster/mistress vigorously promotes acceptance of the code of conduct of the House and that of the College. He/she is the principal point of contact for colleagues and parents concerning all aspects of a pupil's behaviour and will inform the Head of Senior School or Headmaster of severe breaches of discipline including cases of bullying, substance misuse or sexual misconduct.

**Heads of Key Stage** are responsible for monitoring the discipline across a given year group. Heads of Key Stage will work closely with the Deputy Head(s) when setting strategies and dealing with matters of behaviour and discipline.

The **Deputy Head (Students)** is responsible for maintaining standards of pupils' behaviour and discipline throughout the College. He/She will inform the Headmaster about any significant behavioural issues that arise. He/She will annually review, monitor and revise as necessary all other procedures and policy documents that relate to the welfare or conduct of pupils, such as '*Guidance for Pupils*', and advise teaching staff and others of developments. He/She will manage the administration and supervision of weekly school detentions and Headmaster's detentions. He/She will ensure that thorough records are kept of all incidents of serious misbehaviour.

The **Deputy Head, supported by the Assistant Heads**, is responsible for maintaining standards of pupils' behaviour and discipline throughout the College, including consistency across departments in classroom behaviour, reporting (including the application of effort and attainment grades) and the award of merits and distinctions. He/she will ensure that thorough records are kept of all incidents of serious misbehaviour.

The **Headmaster** is responsible to the Board of Governors for ensuring appropriate standards of discipline within the College, and for the promotion of positive behaviour. He will determine the main principles behind any behaviour policy and ensure it does not conflict with other College policies. He will determine all issues of exclusion. He will ensure that parents are aware of this Behaviour Policy.

The **Governors** endorse the principles underlying the policy and require the Headmaster to ensure appropriate standards of discipline within the school.

All **staff** are required to follow the Staff Code of Conduct policy, to implement this behaviour policy equitably to all pupils.

**Parents** are advised of this policy and are expected to support the school in its implementation.

**Pupils** must abide by the requirements of this policy as outlined in the *Guidance for Pupils*.