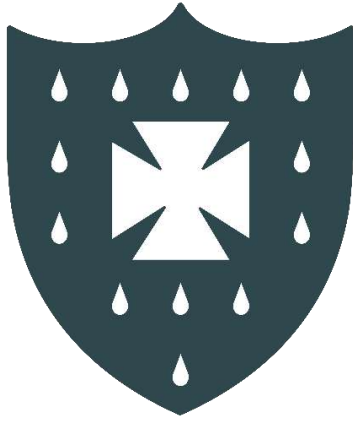




S. Anselm's Prep School Peak District

Policy Title: Behaviour Management Policy

Policy Category: Safety & Wellbeing

Policy Number: PC2

Policy Owner / Author:	Alison Whawell
Approved by:	Head
Date Approved:	V1.1 July 2026; v1.0 September 2025
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Confidentiality Label:	☐ Internal Use Only ☐ Parent Web Page ☐ Public Document
Contact for Queries:	

✦ This document is controlled and reviewed as part of the School's policy management process. Please refer to the school's website or Teams to ensure you are using the most up-to-date version.

1. General

The behaviour of pupils at S. Anselm's is excellent and reflects a culture of mutual respect between staff and pupils and among the pupils themselves. This creates an atmosphere of trust and a desire to behave well. There are, of course, occasions when a pupil does not meet the standards expected and appropriate responses and sanctions are in place to address this.

Good behaviour is central to a good education. The School seeks to provide a calm, safe and supportive environment in which children and young people can learn and thrive. Pupils are taught what good behaviour looks like and are supported to understand the expectations appropriate to their age and stage.

Corporal punishment is not used at S. Anselm's School.

This policy currently applies across the School's existing age range. Subject to approval of the School's proposed material change, it will also apply to Years 9–11 as those year groups open. The same underlying principles of kindness, respect, responsibility, consistency and high expectations will apply throughout the School, with expectations and responses appropriate to pupils' age, needs and stage of development.

2. Maintenance of Good Behaviour

S. Anselm's School has a culture in which pupils and staff should be able to flourish in safety and dignity. The Head leads the creation and reinforcement of this culture, ensuring that it is reflected throughout School life.

Staff are collectively responsible for ensuring that standards of behaviour and manners are high within classrooms, corridors, on the games pitches, in the dining room and throughout the School. Good manners and behaviour are also expected at fixtures, on School outings and whenever pupils are representing S. Anselm's.

Staff are expected to model the culture and behaviour they wish to see, uphold this policy and respond to behaviour consistently and fairly. Behaviour expectations and procedures form part of staff induction and are revisited through staff training.

To make expectations clear for pupils, the School has a comprehensive set of Pupil Expectations, shown in Appendix 1. These cover attitude and behaviour, academic expectations and social expectations and are communicated through Form and PSHE sessions, assemblies and pupil planners as appropriate.

In a nutshell:

S. Anselm's pupils

Always

Need to

Strive for

Excellence,

Listen carefully,

Make the most of opportunities and

Support each other.

Clear expectations help to promote consistency of behaviour throughout the School.

Tutors and tutor assistants have particular responsibility for their Form or year group and play an important role in pupils' daily lives and wellbeing. At the beginning of each School year, Form Tutors discuss the S. Anselm's Pupil Ethos and Expectations with their pupils and ensure that expectations are understood.

Form Tutors provide continuity for pupils and are normally the first point of contact for pupils and parents. Form time provides an important opportunity to discuss academic, pastoral and organisational matters. Tutors monitor pupils' wellbeing and behaviour and maintain appropriate communication with parents and colleagues.

The School also has Rules and Guidelines for Pupils, set out in Appendix 3. Common sense, kindness and consideration for others underpin these expectations. Where pupils are unsure whether something is permitted, they are encouraged to ask a member of staff.

3. Houses

The House system operates throughout the School and encourages positive behaviour, good work, participation and teamwork.

Pupils are placed into one of four Houses:

- Churchills – blue
- Nelsons – green
- Pitts – red
- Wellingtons – yellow

Subject to approval and the opening of Years 9–11, pupils in those year groups will participate fully in the existing House system.

Throughout the year, children can earn House Points through their work, behaviour and contribution to School life. Houses also participate in events including House Shout, House sports matches, House quizzes and Sports Day.

Outstanding work or actions may also be recognised through a **Show Up**, worth three House Points.

4. Anti-Bullying and PSHE

Pupils receive regular age-appropriate teaching and guidance about positive relationships, respectful behaviour and bullying, including cyberbullying.

Anti-Bullying Week provides a particular opportunity to reinforce these messages, alongside ongoing work through PSHE, assemblies, Form time and the wider curriculum.

PSHE is taught in accordance with the School's PSHE Policy and is appropriate to the age and stage of pupils.

5. Pupil Leadership

Older pupils are encouraged to act as positive role models and to take appropriate responsibility within the School.

Year 8 prefects and monitors may assist with aspects of School life under staff direction. They remain pupils and do not replace staff supervision or assume responsibility for the safety or discipline of other pupils.

Subject to approval of the School's proposed material change, leadership arrangements for Years 9–11 will develop as those year groups open. The School will determine the most appropriate structure in light of pupil numbers, age and the needs of the School rather than committing in advance to a particular model.

The role of S. Anselm's prefects is described further in Appendix 5.

6. Senior School Rights and Responsibilities

Senior School pupils follow the **S. Anselm's Senior School Rights and Responsibilities**, contained in Appendix 6.

These set out both what pupils can expect from the School and the increasing responsibility that accompanies growing independence.

Subject to approval of the proposed material change, Appendix 6 will apply to Years 9–11 as those year groups open.

7. Rewards

Positive behaviour, effort, achievement, kindness and contribution to School life should be recognised regularly.

Pre-School and Pre-Prep

Nursery Sticker Chart

Children in Nursery may have sticker charts or other age-appropriate systems through which positive behaviour, effort and achievement are recognised.

Daily Rewards

Children may receive stickers and other age-appropriate rewards for positive work, effort and behaviour.

Characteristics of Learning

The Characteristics of Learning are reinforced throughout Early Years and Pre-Prep. Children are recognised for demonstrating these characteristics in their learning and play.

House Points

From the Lent Term in Year 2, pupils may collect House Points for positive behaviour or work. These are collected and contribute to their House total.

Celebration Assembly

Children's achievements are celebrated regularly, including through Celebration Assembly.

End of Term Prizes

At the end of term, pupils may receive awards recognising effort, progress and other positive qualities and achievements.

Prep School and Senior School

House Points may be awarded for good work, excellent effort, initiative, helpfulness, contribution to School life and positive behaviour.

House Points are collected and contribute to the House competition.

As a reward for exceptional work or effort, a teacher may award a **Show Up**, worth three House Points. Show Ups provide pupils with an opportunity to share particularly good work or achievement with a senior member of staff.

When a pupil receives three Show Ups, a Commendation may be awarded.

The School also celebrates pupils' academic achievement, effort, citizenship, sport, music and wider contributions through assemblies, Prize Giving, Speech Day and other appropriate events.

Subject to approval and the opening of Years 9–11, pupils in those year groups will participate in the School's existing reward structure, with recognition appropriate to their age and stage.

8. Sanctions

The purpose of a sanction is to help a pupil understand that an expectation has not been met, recognise the impact of their behaviour, put things right where possible and make a better choice in future.

Sanctions should be reasonable, proportionate and appropriate to the pupil's age, needs and circumstances.

Staff should seek consistency in applying this policy while recognising that treating pupils fairly does not necessarily mean treating every pupil identically.

A pupil's special educational needs, disability, safeguarding circumstances and other relevant factors must be considered where appropriate.

Pre-School and Pre-Prep

Behaviour in the Early Years and Pre-Prep is managed in a developmentally appropriate way.

Positive reinforcement, clear routines, modelling and support should be used to help children develop self-regulation and understand appropriate behaviour.

Where a child experiences persistent difficulties with behaviour, staff will work with the child and their parents to understand the behaviour and identify appropriate support.

This may include:

1. discussion with the child at an appropriate developmental level;
2. positive reinforcement and agreed targets;
3. discussion and partnership with parents;
4. additional monitoring or support;
5. involvement of the Head of EYFS and/or a member of SLT where appropriate; and
6. further action by the Head in exceptional circumstances.

Suspension or permanent exclusion would only be considered in exceptional circumstances and in accordance with the School's relevant policies, contractual arrangements and safeguarding responsibilities.

Prep School and Senior School

There are forms of behaviour that are unacceptable at S. Anselm's and contrary to our School ethos.

Examples include:

- bullying, including cyberbullying;
- discriminatory behaviour or language;
- offensive, abusive or inappropriate language;
- disrespectful behaviour towards members of the School community;
- deliberately dangerous or aggressive behaviour;
- theft;
- deliberate damage to property or vandalism;
- possession or use of prohibited or harmful substances or items;
- inappropriate use of technology;
- serious or persistent disruption to learning;
- deliberately ignoring School safety requirements;
- inappropriate or harmful sexual behaviour;
- behaviour that places the pupil or another person at risk; and
- other serious or persistent breaches of School expectations.

This list is not exhaustive.

Behaviour involving sexual language, sexual harassment, sexual violence or other sexual behaviour between children must not be considered solely as a disciplinary matter. Staff must consider whether the behaviour raises a safeguarding concern and follow the School's Safeguarding & Child Protection Policy where appropriate.

Similarly, bullying, discriminatory behaviour, violence, substance misuse and harmful online behaviour may require both a behavioural and safeguarding response.

9. Five-Level Behaviour Framework

The School uses a five-level framework to promote a consistent and proportionate response to behaviour.

Level	Concern	Typical response
1	Not reaching a basic School expectation; minor infringement or low-level disruption	Warning
2	Repeated Level 1 concerns or intentional breach of a School expectation	10-minute debt
3	Repeated Level 2 concerns or a serious incident	Slip / 20-minute debt
4	Repeated Level 3 concerns or a very serious incident	Detention / senior pastoral intervention
5	No improvement following Level 4 intervention or an extremely serious incident	Referral to SLT/Head for serious sanction

The framework provides guidance rather than an automatic tariff. The School may respond at a different level where the nature of an incident, safeguarding considerations, a pupil's individual needs or other circumstances make this appropriate.

Subject to approval of the proposed material change, this framework will apply to Years 9–11 as those year groups open.

10. Slips

The School uses disciplinary slips where a concern reaches the appropriate level.

Slips may relate to behaviour, academic concerns or failure to meet School expectations.

Examples may include:

- repeated debts;
- very poor or incomplete classwork;
- very poor or missing prep;
- repeated lateness;
- poor attitude;
- inappropriate use of technology;
- repeated lack of equipment or kit;
- failure to meet uniform expectations;
- unkindness or teasing;
- poor behaviour in class or at break;
- discriminatory behaviour;
- inappropriate language;
- being out of bounds;
- vandalism; or
- another concern judged to warrant a slip.

Staff should provide sufficient information for patterns of behaviour to be identified and appropriate support provided.

Where a pupil accumulates repeated slips, the Form Tutor and appropriate senior member of staff will review the concern with the pupil.

Three slips in a term will normally result in a detention. The School may vary this response where circumstances make another approach more appropriate.

Parents will be informed of significant or persistent behaviour concerns.

11. Recording Behaviour

Behaviour incidents should be recorded in accordance with the School's procedures and the seriousness and nature of the incident.

Significant incidents should be recorded on the School's pastoral recording system so that patterns can be identified and an appropriate chronology maintained.

Incidents involving safeguarding concerns must also be recorded and referred in accordance with the Safeguarding & Child Protection Policy.

Appropriate records should be maintained for:

- bullying;
- discriminatory incidents;
- serious sanctions;
- significant physical incidents;
- restrictive interventions;
- safeguarding concerns; and
- other serious behaviour incidents.

12. Reasonable Force and Restrictive Interventions

The School recognises that there are circumstances in which staff may lawfully use reasonable force to prevent a pupil from committing an offence, injuring themselves or another person, damaging property or seriously disrupting good order and discipline.

Any use of reasonable force must be reasonable, proportionate and no more than is necessary in the circumstances.

Any use of reasonable force, restraint or seclusion must be recorded and reported in accordance with the School's procedures and the applicable Independent School Standards.

Parents must be informed as soon as practicable following such an incident, except where the statutory safeguarding exception applies. Where informing a parent may create a risk of significant harm to the child, staff must follow the School's safeguarding procedures.

Restrictive intervention must never be used as a punishment.

13. Report Cards

It may be appropriate for a pupil to be placed on report to help them focus on a particular aspect of School life.

The School has three forms of report card:

- Behavioural Progress;
- Academic Progress; and
- Pupil Support.

Targets should be clear, achievable and appropriate to the individual pupil.

Before a report period begins, the pupil's Form Tutor or a senior member of staff will discuss the targets with them so that the pupil understands what is expected.

As pupils progress through the School, they should be encouraged to take increasing responsibility for identifying appropriate targets and evaluating their progress.

The Form Tutor and parents or House Parents, as appropriate, should be involved in monitoring progress. A member of SLT or another appropriate senior member of staff may review the report with the pupil.

A pupil will normally remain on report until sufficient progress has been made.

14. Disability and Special Educational Needs

The School recognises its duties under the Equality Act 2010 and will consider reasonable adjustments for disabled pupils.

Behaviour may sometimes be related to a pupil's special educational need, disability, communication difficulty, developmental stage or other individual circumstance.

Where appropriate, staff should work with the Head of Learning Support/SENDCo, pastoral staff, parents and other professionals to understand the pupil's needs and identify suitable strategies.

Some pupils may benefit from individual approaches such as visual prompts, agreed time-out arrangements or other reasonable adjustments.

A special educational need or disability does not mean that inappropriate or unsafe behaviour should be ignored. Rather, the School will seek to respond fairly, appropriately and in a way that takes account of the pupil's individual circumstances.

15. Safeguarding and Behaviour

Safeguarding and behaviour are closely connected.

Where behaviour may indicate that a pupil is at risk of harm, has experienced harm, may have harmed another child or may require additional support, staff must consider the incident from a safeguarding perspective as well as a behavioural one.

Staff must follow the School's Safeguarding & Child Protection Policy and report concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead as appropriate.

This includes concerns involving:

- child-on-child abuse;
- sexual harassment or sexual violence;
- harmful sexual behaviour;
- bullying;
- discriminatory abuse;
- online abuse;
- substance misuse;
- violence;
- exploitation; or
- other behaviour suggesting that a pupil may be at risk

16. Boarding

Guidelines for rewards, behaviour and sanctions during boarding hours are set out in the Boarding Policy and Boarders' Handbook.

Boarding arrangements may differ from those applying during the academic day because of the nature of residential provision, but information should be shared appropriately between boarding and day staff to provide continuity of pastoral care.

Subject to approval and the opening of Years 9–11, the Boarding Policy and Boarders' Handbook will be reviewed as necessary to ensure that arrangements remain appropriate to the age and needs of any older boarders.

Appendix 1: S. Anselm's Expectations Overview

Esse Quam Videri

To be, rather than to seem to be

At S. Anselm's our combination of tradition and informality engender a sense of partnership between teacher and pupil. We share the excitement of education and discovery, encouraging method and perseverance so that children experience the satisfaction of taking responsibility for their learning and for their achievements.

S. Anselm's School aims

- to encourage individuality, creativity, perseverance and tolerance;
- to develop inquisitive thinking, with a love of learning where independent thought is celebrated;
- to foster in every child, a clear understanding of themselves and what they can contribute to society;
- to help pupils recognise strengths in others and to understand how they are different;
- Anselmians will be encouraged to discover more for themselves;
- to instil in Anselmians the value, moral courage and inner strength to connect effectively with the modern world, not merely to succeed but to make things better for those around them; and
- to help foster in pupils, former pupils, parents and staff, pride in the S. Anselm's community and for them to feel valued and nourished by the community.

In a nutshell...

S. Anselm's pupils

Always

Need to

Strive for

Excellence,

Listen carefully,

Make the most of opportunities and

Support each other.

To achieve these aims, S. Anselm's has the highest expectations for its pupils.

S. Anselm's Pupil Expectations

Being ready to learn

Attitude and Behaviour

- Maintain a high level of attendance and attend punctually every day.
- Arrive at School with a positive attitude and willingness to learn.
- Arrive promptly at School and School events.
- Adhere to the Uniform Policy.
- Bring the correct equipment each day.

Academic

- Anticipate learning and have a can-do attitude, be prepared to try and be willing to have a go.
- Expect to learn something new in every lesson.
- Know that I will reach further every day.
- Reflect on what I have learnt to consolidate memory and deepen wisdom.

Social

- Find out what opportunities are available to me and participate where possible.
- Talk to parents and teachers about any concerns in School.

During lessons and throughout the School day

Attitude and Behaviour

- Arrive punctually for all lessons.
- Follow the established routines of the classroom.
- Listen when others are speaking.
- Follow reasonable instructions from members of staff.
- Inform my teacher in advance where possible if I know I will miss a lesson.
- Behave well between lessons, when travelling to and from School and on School trips.
- Look after my own belongings and School property.
- Follow the School's behaviour expectations.
- Follow the School's rules concerning mobile phones and personal devices.
- Be kind and include others positively in lessons and at break times.
- Use appropriate language.
- Do not chew gum or create litter.
- Demonstrate good table manners.

Academic

- Work hard to achieve my targets.
- Strive to fulfil my academic potential.
- Listen carefully to instructions.
- Pay attention and stay on task.
- Try to work things out independently or with peers where appropriate.
- Allow every teacher to teach and every learner to learn.
- Engage positively with technology and use it appropriately for my learning.
- Catch up on learning and work missed through authorised absences.

Social

- Take responsibility for my own wellbeing and seek support when needed.
- Be thoughtful in my approach to myself and others.
- Communicate politely and appropriately.
- Engage with staff respectfully and courteously.
- Build positive friendships and be kind to others and myself.
- Treat others fairly and with kindness.
- Become fully involved in the rich wider life of the School.
- Ask if I can help others.

- Get involved in my House and charity events.
- Tell a trusted adult if I need help or believe another pupil may need guidance or support.
- Stay within permitted School areas.

At Home

Attitude and Behaviour

- Let my parents know what I have been learning, what I found interesting, what I have achieved and whether I have any concerns.
- Use technology responsibly and with appropriate online etiquette.

Academic

- Complete homework and home assignments to the best of my ability.
- If I am unsure of some work, try to find out independently or make a note to ask for help.
- Develop good independent study habits and seek support if I am struggling.
- Read regularly.
- Develop an appropriate awareness of the wider world.

Social

- Use technology responsibly and in an age-appropriate manner.
- Never use technology for cyberbullying or unkindness.
- Spend time with family and others important to me.
- Rest and relax so that I am ready for the next School day.
- Develop healthy habits.

These expectations apply to pupils from Year 3 upwards. Subject to approval of the proposed material change, they will apply to Years 9–11 as those year groups open and will be read alongside the Senior School Rights and Responsibilities in Appendix 6.

Appendix 2: S. Anselm's Sanctions Overview

Responsibilities

Head: Headteacher

Senior Leadership Team: SLT

Heads of Phase / appropriate pastoral leads: as identified in the School's current staffing structure.

Form Tutor

Class Teacher

The School will keep responsibility for particular year groups under review as the School grows. Subject to approval of the proposed material change, appropriate pastoral leadership for Years 9–11 will be confirmed before those year groups open.

Pupil Expectations

Good behaviour is inextricably linked to the happiness and wellbeing of children in School and their ability to access and enjoy an education that brings out the best in them.

Every pupil is expected to meet the standards set out in the School Expectations whilst in the care of the School.

Staff should recognise and praise pupils who meet and exceed these standards.

Where a pupil does not meet the School Expectations, staff will use consistent and proportionate responses to help the pupil return to the standards normally expected.

S. Anselm's Behaviour Policy Sanctions

Level 1 – Warning

Concern:

Not reaching a basic School expectation; minor infringement or low-level disruption.

Response:

The teacher makes clear to the pupil which expectation has not been met. The teacher may discuss the concern with the pupil after the lesson.

Recording:

No central written record is normally required, although the teacher may keep an appropriate record where useful.

Responsibility:

Class Teacher.

Level 2 – 10-Minute Debt

Concern:

Repeated Level 1 concerns or intentional breach of a School expectation.

Examples might include repeated low-level disruption, littering, repeated inappropriate talking, inappropriate behaviour around School, minor misuse of technology, repeated lack of equipment or failure to follow uniform expectations.

Response:

A written warning may be recorded in the Pupil Planner or appropriate School system. The pupil may be given a 10-minute debt during break. The member of staff should use the opportunity for a brief, constructive conversation about the behaviour and what needs to change.

Recording:

Recorded in the Pupil Planner or appropriate School system. A pastoral record should be made where the nature or pattern of the concern makes this appropriate.

Responsibility:

Class Teacher, with Form Tutor awareness where appropriate.

Level 3 – Slip / 20-Minute Debt

Concern:

Repeated Level 2 concerns or a serious incident.

Examples might include repeated debts, truancy, deliberate failure to attend a previous sanction, significant disruption, deception, more serious misuse of technology, theft or behaviour causing significant upset to another pupil.

Response:

A Slip may be issued. The pupil may receive a 20-minute debt or another appropriate sanction and may be placed on a Behaviour Monitoring Report Card.

Recording:

The incident is recorded on the appropriate School system. Parents should normally be informed. The Form Tutor and/or Head of Phase should be made aware.

Responsibility:

Form Tutor, Class Teacher and/or appropriate pastoral lead.

Level 4 – Detention / Senior Pastoral Intervention

Concern:

Repeated Level 3 concerns or a very serious incident.

Examples may include significant confrontation, serious discriminatory behaviour, serious bullying, serious theft, vandalism, significant misuse of technology, smoking or vaping, or other serious behaviour.

Sexual behaviour between pupils must be considered under the School's safeguarding procedures as well as this Behaviour Policy.

Response:

The appropriate pastoral or senior leader addresses the concern with the pupil, including what needs to improve.

A detention or other proportionate sanction may be imposed. Restorative or reflective work may form part of the response where appropriate.

Recording:

Recorded on the School's pastoral system. Parents are informed and an appropriate timeframe for improvement may be agreed and reviewed.

Responsibility:

Head of Phase / pastoral lead / SLT.

Level 5 – Serious Sanction

Concern:

No improvement following Level 4 intervention or an extremely serious incident.

Examples may include:

- serious or persistent bullying;
- serious violence or assault;
- possession or use of illegal drugs;
- alcohol use or possession;
- possession of a weapon or other dangerous item;
- serious discriminatory abuse;
- arson;
- deliberate activation of emergency systems without cause;
- serious harmful sexual behaviour;
- serious online abuse;
- serious theft;
- serious deliberate damage;
- behaviour presenting a significant risk to members of the School community; or
- other behaviour judged by the Head to constitute serious misconduct.

Response:

Referral to SLT and/or the Head.

Possible consequences may include a formal meeting with the pupil, meeting with parents, detention, internal sanction, suspension or permanent exclusion.

The School may involve external agencies, including children's social care, the LADO or police, where appropriate.

Recording:

A full record is made on the appropriate School systems and safeguarding records where applicable. Parents are informed except where safeguarding considerations require a different approach.

Responsibility:

SLT / Head.

The Head retains discretion to determine the appropriate response to serious behaviour. The School is not required to progress through each level sequentially before responding to a serious incident.

Appendix 3: S. Anselm's Rules and Guidelines for Pupils

These guidelines apply to S. Anselm's pupils and are intended to support a safe, respectful and considerate School community.

Common sense, kindness and consideration for others should guide pupils' behaviour. Where a pupil is unsure whether something is allowed, they should ask a member of staff.

Subject to approval of the proposed material change, these guidelines will extend to Years 9–11 as those year groups open.

Punctuality

Pupils should be punctual for all School commitments, including:

- lessons;
- meals;
- games;
- activities;
- rehearsals;
- fixtures; and
- meetings.

Appearance and Tidiness

Pupils should take pride in their appearance and follow the School's Uniform Policy.

Uniform should be clean, tidy and worn correctly.

Pupils should look after their own belongings and respect the belongings of others.

General Manners

Pupils should:

- greet adults, visitors and other pupils politely;
- address members of staff respectfully;
- listen when someone is speaking to them;
- hold doors and show consideration for others;
- say please and thank you;
- apologise when appropriate;
- explain in advance where possible if they will miss a School commitment;
- offer help where appropriate;
- follow reasonable instructions from members of staff; and
- raise questions or concerns respectfully and at an appropriate time.

Table Manners

Pupils should:

- be aware of the noise level;
- speak rather than shout across the table;

- use utensils appropriately;
- include others in conversation;
- ask politely when they need something;
- eat considerately;
- avoid talking with food in their mouth;
- follow the routines of the dining room; and
- show awareness of others.

Respect for Others

Pupils should:

- be aware of other people's needs;
- help whenever they can;
- show compassion and care;
- avoid name-calling or unkindness;
- appreciate what others do for them;
- help and support younger members of the School where appropriate;
- respect pupils, staff and visitors; and
- respect appropriate authority.

Indoors

- Pupils should move safely around the School.
- Ball games should not take place indoors except in designated areas.
- Changing rooms and boot rooms should be used appropriately.
- Pupils must respect classrooms, displays and staff property.
- Pupils should not enter staff-only areas without permission except in an emergency.
- Specialist areas and equipment may only be used in accordance with staff instructions and supervision requirements.

Out of Bounds

Pupils must follow the School's current in-bounds and out-of-bounds arrangements.

Areas presenting particular safety or operational risks, including kitchens, stores, maintenance areas, boiler rooms, laboratories, the swimming pool and other specialist facilities, must not be entered without appropriate permission or supervision.

Current in-bounds arrangements are communicated to pupils and displayed in School.

Assemblies, Performances and Formal Occasions

Pupils should listen respectfully and follow staff instructions during assemblies, concerts, performances and other formal occasions.

Music Department

- The Music Department should be used appropriately for music-making.
- Pupils must not touch or move another pupil's instrument or belongings without permission.
- School equipment should be treated with care and returned after use.

Sports Hall and Astro

- Pupils may use sporting facilities only in accordance with the School's supervision arrangements.
- Appropriate footwear and kit must be worn.
- Equipment should only be used with permission and should be treated with care.

Dress Code

Pupils are expected to wear uniform in accordance with the current School Uniform List.

All clothing should be clearly labelled.

For Games, PE and swimming, pupils should wear the appropriate School kit.

Pupils with long hair should wear a swimming cap for swimming lessons.

Any uniform arrangements introduced for Years 9–11 will be published in the School Uniform List before those year groups open.

Appendix 4: Report Cards

Three report card formats are available:

1. Behavioural Progress;
2. Academic Progress; and
3. Pupil Support.

Each provides:

- pupil name, Form and date;
- individually agreed targets;
- space for appropriate staff comments;
- pupil reflection;
- parental comments where appropriate; and
- a mechanism for teachers to indicate the pupil's progress against agreed targets.

Targets should be individual to the pupil rather than automatically determined by year group.

Examples may include:

Behavioural / Academic Targets

- Improve effort, focus and independence.
- Hand in prep/homework on time.
- Make more contributions in lessons.
- Ask for help when I do not understand.
- Begin activities promptly.
- Remain focused on the task.
- Complete work to the best of my ability.

Pupil Support Targets

- Improve my organisation.
- Complete prep and hand it in on time.
- Focus on learning rather than chatting to friends.
- Ask for help when I need it.
- Record prep and commitments accurately.
- Check my planner or timetable regularly.
- Have the correct equipment ready for lessons.

The full report-card templates are held centrally and may be adapted appropriately to the pupil's age, timetable and individual needs.

Appendix 5: The Role of S. Anselm's Prefects

Introduction

S. Anselm's is proud of its prefect tradition.

Prefects are expected to take on additional responsibilities and to help the School while setting a positive example to other pupils.

The School's leadership arrangements will continue to evolve appropriately as the age range of the School develops.

Subject to approval of the proposed material change, leadership and prefect arrangements for Years 9–11 will be determined as those year groups open. This will ensure that the structure reflects the size, maturity and needs of the Senior School rather than predetermining a particular system before pupils are in place.

Selection

The School seeks pupils who demonstrate the qualities required of a prefect.

Pupil voice may form part of the process, alongside the judgement of the Head and relevant members of staff.

A prefect who is involved in serious misconduct may temporarily or permanently lose their position.

Qualities

Qualities associated with being a S. Anselm's prefect include:

- kindness;
- helpfulness;
- reliability;
- friendliness;
- being a good listener;
- setting a positive example;
- hard work;
- cooperation;
- honesty; and
- willingness to contribute to School life.

Responsibilities

Prefects are expected to:

- set an example through their behaviour, manners and appearance;
- support younger and new pupils;
- welcome and guide visitors;
- help at School events and Open Days;

- support staff with appropriate School routines;
- help to maintain tidy and welcoming School spaces; and
- represent S. Anselm's positively.

Prefects may undertake additional duties appropriate to their age and the needs of the School.

Staff retain responsibility for pupil supervision, discipline and safeguarding at all times.

Head and Deputy Head Prefects

Where appointed, Head and Deputy Head Prefects may undertake additional leadership responsibilities, including:

- representing the pupil body;
- speaking at appropriate School events;
- supporting other prefects;
- welcoming visitors and prospective families; and
- contributing to School life in ways agreed with the Head and Senior School staff.

Monitors and Other Leadership Roles

The School may also appoint monitors and provide other leadership opportunities according to pupils' interests, abilities and the needs of the School.

These may include responsibilities connected with sport, music, Houses, technology, community activities and other areas of School life.

Subject to approval and the opening of Years 9–11, the School will ensure that older pupils have appropriate opportunities for increasing leadership and responsibility.

Appendix 6: S. Anselm's Senior School Rights and Responsibilities

At S. Anselm's, being a member of the Senior School brings greater independence, opportunity and responsibility. As our oldest pupils, members of the Senior School are expected to set an excellent example to younger children and to contribute positively to the life of the School.

Our Rights and Responsibilities set out what every Senior School pupil can expect from S. Anselm's and, in return, what the School expects from them.

They currently apply to pupils in the Senior School. Subject to approval of the School's proposed material change, they will extend to Years 9–11 as those year groups open.

Rights	Responsibilities
You have the right to be part of a friendly, caring community.	To treat others with kindness, courtesy and respect. To look out for one another and contribute positively to School life. To respect differences and never engage in bullying, including online. To remember that you represent S. Anselm's both in and out of School and that, as a Senior School pupil, you set an example to younger children.
You have the right to be known, supported and listened to.	To speak to a member of staff when you need help or are worried about yourself or someone else. To listen respectfully to other people and allow them to express their views. To use your own voice constructively and contribute positively to the life of the School.
You have the right to wear a smart, distinctive uniform.	To take pride in your appearance and wear the School uniform correctly. Skirts must be worn at the correct length and must not be rolled up. Shirts should be tucked in and uniform should be clean, smart and appropriately worn. One simple pair of stud earrings may be worn; no other jewellery should be worn unless permitted by the School. Hair should be neat and appropriate for School. All clothing and belongings should be clearly named and looked after carefully.
You have the right to excellent and engaging lessons.	To arrive punctually, properly equipped and ready to learn. To work hard, participate positively and allow others to learn without distraction. To complete prep and other work carefully and on time and to ask for help when you need it. If you miss work, you should take responsibility for catching up.
You have the right to be challenged and supported in your learning.	To approach learning positively, respond to feedback and aim to produce work of which you can be proud. To persevere when something is difficult and ask questions when you do not understand.
You have the right to enjoy a broad programme of sport, activities and enrichment.	To approach activities positively and be willing to try new things. To attend commitments punctually and with the correct clothing or equipment. To represent the School with pride and demonstrate good sportsmanship.
You have the right to enjoy and make use of Senior School spaces and the wider School grounds.	To look after the spaces and facilities you use and leave them ready for others. To keep belongings tidy and secure and respect other people's property. To follow the rules applying to particular areas of the School and the School's arrangements for signing in and out.
You have the right to good food and time to eat with friends.	To behave courteously at mealtimes, show good manners and respect those preparing and serving food. To make sensible choices and help make mealtimes enjoyable for everyone.

You have the right to use technology to support your learning.	To bring your approved laptop to School when required, charged and ready for use, and look after it carefully. To use School technology, accounts and networks responsibly and follow the School's Acceptable Use Policy. Mobile phones and other personal electronic devices must only be brought into or used in School in accordance with School rules. Technology must never be used to bully, embarrass, exclude or deliberately upset another person.
You have the right to increasing independence as you grow older.	To take increasing responsibility for your work, equipment, timetable and commitments. Greater independence relies on trust: be honest, make sensible choices and accept responsibility when you get something wrong. Treat pupils, staff and visitors with courtesy and demonstrate the standards expected of a Senior School pupil.
You have the right to feel safe and to have your wellbeing protected.	To make choices that help keep yourself and others safe. Drugs, alcohol, smoking and vaping are not permitted and will be dealt with in accordance with School policies. Relationships should be respectful and appropriate. If you are worried about relationships, sexual behaviour, substances or any aspect of your wellbeing, speak to a trusted adult in School.
You have the right to be treated fairly and with respect.	To treat others fairly and respectfully in return. To understand and follow School expectations, be honest when things go wrong and take responsibility for your actions. To recognise the importance of putting things right and learning from mistakes.
You have the right to have a say in your School.	To share your views respectfully and constructively. To take opportunities to contribute through your Form, House, School Council, positions of responsibility and other areas of School life. To recognise that being heard also means listening carefully to others.
You have the right to prepare confidently for your future.	To engage positively with opportunities to explore subjects, careers and future pathways. As you move through the Senior School, ask questions, seek advice and take an increasingly active role in decisions about your education and future.

Years 9–11

Subject to approval of the School's proposed material change and as Years 9–11 open, pupils will have increasing opportunities and responsibilities appropriate to their age and stage.

Pupils will have access to accurate, up-to-date careers guidance and support in making decisions about GCSE subjects and their next steps after S. Anselm's.

This will include appropriate opportunities to explore sixth forms, colleges, apprenticeships and other education and training pathways.

Pupils will be expected to engage positively with careers education, options events, encounters with employers and education providers and individual guidance where appropriate. They should research choices carefully, meet relevant deadlines and seek advice whenever they are unsure.

As pupils progress towards GCSEs, they will also be expected to take increasing responsibility for their academic organisation, independent study, revision and examination preparation, with appropriate support from the School.

Representing S. Anselm's

The expectations of a Senior School pupil do not end at the School gate.

When representing S. Anselm's at fixtures, performances, trips, visits and other events, pupils are expected to demonstrate the same kindness, courtesy and good judgement expected in School.

The same principle applies online. Pupils should use social media, messaging and other digital platforms responsibly and should never use them in a way that bullies, humiliates or deliberately causes distress to another person.

Our Senior School Commitment

Being part of the Senior School means enjoying greater opportunities and independence while accepting greater responsibility.

We want our Senior School pupils to be confident enough to think for themselves, kind enough to think about others and responsible enough to understand the impact of their choices.

Above all, we expect our oldest pupils to make a positive contribution to S. Anselm's and to set an example of which they, their families and the School can be proud.

I have read through the **Senior School Rights and Responsibilities** with my Form Tutor. I understand the rights I have as a member of the Senior School and the responsibilities that come with them.

Pupil name: _____

Signed: _____

Date: _____

_____ **Date:** _____