



DURSTON HOUSE

Information
for
Current and Prospective Parents

2009-2010

The information contained in this document is correct at the time of its publication (September 2009).

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Introduction

The purpose of this booklet is to gather together information about the school that should prove useful for current and prospective parents. The availability of some policies is a regulatory requirement; others are included as they are a useful source of reference with regard to how we organise the school. This document will also be included on the *Secure Area* of the *Website* for ease of access.

Contacting the school

The correct address of the school is:

Durston House
12 Castlebar Road
Ealing
W5 2DR

Telephone: 020 8991 6530 (School Office)
020 8991 6532 (Admissions Enquiries)

Website: www.durstonhouse.org
Email: info@durstonhouse.org

The above address is also the registered office of Durston House School Educational Trust Limited and, as such, serves as the address for correspondence to the Chairman of the Governors (c/o the Secretary to the Trust).

SCHOOL ETHOS

Durston House is a preparatory school for boys, welcoming those from all ethnic, cultural and religious backgrounds. The school is proud of its diversity. It is a community in which mutual respect and understanding, fairness and opportunities for all are promoted within the framework of its Christian foundation.

SCHOOL MISSION

Durston House seeks to provide an education of quality and variety for boys aged 4-13, preparing them well for entry to senior school. The school aims to give each pupil a balanced education, helping him to attain excellence in academic, creative and physical pursuits, whilst guiding his social, moral and spiritual development. This is achieved in a disciplined environment within which security and happiness are paramount and with the support of a positive partnership between school and home.

Admissions Policy

For Entry at Reception (4 years of age)

1. Parents will register their son/s for admission, paying a registration fee of £50 (non-refundable).
2. In the Autumn Term of the year prior to joining Durston House, places will be offered in order of registration, though siblings will be given priority.
3. Parents will then be asked to pay the Acceptance Fee of £1,600, to guarantee a place, discounted by 25% (£1,200) if acceptance is made in writing within 28 days of the offer letter.
4. The Acceptance Fee will be retained by the school as part of its general fund, refundable by cheque after the end of the pupil's final term.
5. The number of places offered may exceed the number of places available, so the payment of the Acceptance Fee, on a first-come first-served basis, will guarantee a place.
6. The discounted Acceptance Fee is refundable if a pupil is withdrawn for either of the following reasons:
 - (i) The family is moving more than 25 miles from the registered address given by the parents when accepting a place at the school for their son.
 - (ii) Both parents are no longer in employment and at least one parent is receiving unemployment benefit.Any refund would be subject to the receipt of documentary evidence provided to support the withdrawal.
7. After the 28 days have elapsed the place offered at the school will no longer be guaranteed.
8. If all the places have not been taken up after 28 days, places will remain available but only on payment of the Acceptance Fee at the full rate of £1,600.
9. Payment of the Acceptance Fee at the full rate will not be refundable, for any reason, should parents subsequently decided not to take up the place.
10. Assessments of all those with accepted guaranteed places will be carried out in the Summer Term before the next academic year. These will be for internal diagnostic purposes.

For Entry Other than at Reception (5 years of age – 13 years of age)

1. Parents will register their son/s for admission, paying a registration fee of £50. (non-refundable).
2. Starting in the Autumn Term of the academic year prior to joining Durston House, registered prospective pupils will be assessed. A fee of £50 (non-refundable) will be charged.
3. Subject to satisfactory assessment results, places will be offered. Siblings will be given priority.
4. Parents will then be asked to pay the Acceptance Fee of £1,600, to guarantee a place, discounted by 25% (£1,200) if acceptance is made in writing within 14 days of the offer letter.
5. The Acceptance Fee will be retained by the school as part of its general fund, refundable by cheque after the end of the pupil's final term.

6. The number of places offered may exceed the numbers of places available, so the payment of the Acceptance Fee, on a first-come first-served, will guarantee a place.
7. If all the places have not been taken up after 14 days, places will remain available, but only on payment of the Acceptance Fee at the full rate of £1,600.
8. No Acceptance Fee will be refundable once it has been paid, even if parents subsequently decide not to take up the place.

Curriculum Policy

Aim

To ensure that all pupils at Durston House receive a broad, high quality education.

Objectives

- To outline the school's approach to the curriculum;
- to provide all pupils with the opportunity to learn and make progress;
- to ensure that our pupils understand the language, history and cultural values by which our society has been formed;
- to prepare pupils for the next stage of their education and the opportunities, responsibilities and experiences of adult life.

Introduction

All pupils at Durston House of compulsory school age receive a full-time, supervised education. The curriculum that they follow the whole way through their school careers is balanced and well-rounded. The breakdown of this curriculum will vary in different parts of the school but the overall ethos of a broad, balanced education for all, applies across the school. All pupils should be able to access the curriculum that we provide and the provision should be equal for all within their year group. Through the education that is provided at Durston House we aim to prepare pupils to make a seamless transition to the next stage of their education.

Principles

At Durston House, we believe that:

- the education that the pupils receive should be broad, deep and rigorous;
- all pupils should have equal access to the curriculum across their year group;
- pupils should be working ahead of the level being achieved by their peers in the maintained sector;
- the balanced curriculum that we provide should enable pupils to develop into 'renaissance men'.

The Core Academic Curriculum

Durston House offers a strong traditional academic education. At the heart of the curriculum across the school are the core subjects of Literacy, Numeracy, Science and Information and Communication Technology (ICT). These subjects are taught to all pupils at the school as they need to develop the skills and knowledge that are learnt in these core areas in order to be able to access all areas of the curriculum to make suitable progress academically as they mature.

The Aesthetic and Creative Curriculum

The Arts play a significant role in the development of the well-rounded pupil.

We ensure that Music plays a key role in the education of the pupils and this is brought to them not only in lessons from specialist Music teachers across the school but also in choirs, ensembles, assemblies and school productions.

We encourage pupils to develop their artistic skills, to express their ideas through their art work and to develop a sense of appreciation of all aspects of Art. Like Music, Art is taught across the school and from Year 3 it is taught by a specialist Art teacher in a specialist room equipped with up to date technology.

We encourage pupils to participate in dramatic activities and to develop the self-confidence that goes with performing to an audience. Pupils have opportunities to do this in form assemblies and in the various school productions. We do not teach drama as a separate subject or as part of the English curriculum.

The Linguistic Curriculum

We believe that our pupils need to learn how to communicate in other languages so that they may play their part in the global community in which they live. In order that they have the ability to understand how to learn other languages we concentrate on the teaching of one modern foreign language, French, and one classical language, which provides the root for many others, Latin. Where possible we encourage pupils to have opportunities to practise these languages or learn more about the civilisations and cultures around them by taking part in outings and trips.

The Physical Curriculum

Physical Education and Games play a key role in the overall development of the individual pupil. At Durston House we set great store by the physical well-being of our pupils and encourage all to achieve to the best of their ability in the sporting arena.

Individual skills are taught in Physical Education classes by Physical Education specialists from Reception through to Year 8. Games sessions for all year groups are run by Physical Education specialists and aim to develop the ability of pupils to work with others within the boundaries of the sporting context.

We believe that our pupils should learn about a range of different sport and games. Therefore they have the opportunity to participate in a variety of sports with particular emphasis being placed on the three key sports of Football (Autumn Term), Rugby Union (Spring Term) and Cricket (Summer Term). From Years 2-4 pupils receive lessons in swimming as well.

Team work and developing a sense of *esprit de corps* is achieved by pupils participating in matches for the school against other schools.

The Spiritual and Moral Curriculum

Pupils are encouraged to learn about and give due deference to the beliefs and values of others. The school provides very clear guidance about what its own values are and how it expects pupils to interpret them. (See *Pupil Behaviour Policy*). The Spiritual and Moral education that the pupils receive will come not only from formal PSHME and Religious Studies lessons and assemblies but also from the ethos created around the school and the attitude and approach of the staff.

The Technological Curriculum

We encourage the pupils to develop the skills and knowledge that they will need to thrive in the technological world in which they are growing up. ICT is a core subject taught throughout the school and its curriculum covers a wide range of applications and uses. We do not teach Design Technology as we do not have the appropriate facilities or staff.

Progress

Pupils are regularly assessed in their academic pursuits to ensure that progress is being made and this prepares them well for the entrance examinations that they will take for senior schools in Year 8 (or Year 6). The drive to achieve a high level in the academic curriculum means that our pupils are able to make a seamless transition into the top academic senior schools.

Teaching

High quality teaching will enable each pupil to receive a holistic education, well grounded and balanced academically, socially, emotionally, creatively and physically. This is achieved within a broad curriculum, in a context conducive to success and the common good. Through positive engagement with pupils, the teaching encourages high achievement and the pursuit of excellence. A diverse teaching staff and varied teaching styles enhance success and positive learning.

The Balanced Curriculum

We achieve a balanced curriculum through the following lesson allocations

Year	8	7	6(13+)	6(11+)	5	4	3	2	1
Art	2	2	2	2	2	2	2	3	3
English (Literacy)	6	6	6	8	8	9	9	13	13
French	4	4	4	2	4	2	2	0	0
Games	3	3	5	5	5	4	4	5	2
Geography	3	3	3	2	2	2	2	1	1
History	3	3	3	2	2	2	2	1	1
ICT	1	1	1	2	1	2	2	1	1
Latin	4	4	3	2	0	0	0	0	0
Mathematics (Numeracy)	6	6	6	8	8	8	8	10	11
Music	1	1	1	1	2	2	2	2	2
Physical Education	2	2	2	2	2	2	2	2	2
PSHME	1	1	1	1	1	1	1	1	1
Religious Studies	2	2	1	1	1	1	1	1	1
Science	5	5	5	5	5	3	3	3	3

Appendices

Appendix A provides an outline of the school's approach to English as an Additional Language. *Appendix B* provides an outline of the school's approach to pupils with a Statement of Special Educational Needs.

Curriculum Policy Appendix A: English as an Additional Language

Principles

Durston House is a multi-cultural school, and has pupils for whom English is an additional language. Every pupil at Durston House for whom English is an additional language should be able to:

- access the full range of the curriculum;
- have access to a range of resources that will aid his learning;
- express himself confidently in both the spoken and the written word;
- reach his full potential.

Such pupils are not discriminated against in any way but the diversity they bring is celebrated.

Support

All pupils are assessed prior to starting their careers at Durston House. The school is therefore able to gauge the level of English competency and whether they qualify as an EAL pupil or not. Where it is evident that the level of English, but not the overall academic ability, is lower than we would expect for a pupil at that stage, strategies will be introduced to assist the pupil. These might include:

- offering advice to parents on ways to improve the level of English prior to the pupil starting at the school;
- teachers making special provision for the pupils when they arrive;
- support being offered to the pupil in the form of in-class or out of class assistance.

Although EAL is not a learning difficulty, support may be offered by the Learning Support Department, especially when strategies for improving reading or spelling are required.

Curriculum Policy Appendix B: Special Educational Needs

Principles

Pupils are defined as having a Special Educational Need when they have been assessed by the Local Authority and given a Statement of Special Educational Needs. Every pupil at Durston House who has a Special Educational Need should be able to:

- access the full range of the curriculum;
- use a range of resources that will aid his learning;
- reach his potential.

Support

Although it is a non-selective school, Durston House has traditionally had a very small number of pupils with a Statement of Educational Needs. In some years, it has had none.

When a pupil has been given a Statement of Educational Needs, the school undertakes to follow the advice laid out in the Statement of Educational Needs and to provide the pupil with the support and frameworks necessary to ensure that he is able to learn at an appropriate speed.

Pastoral Care Policy

Aims of the Policy

- To state clearly the importance of the care that Durston House gives as part of the education that it offers the whole person;
- to set out the school's approach to the care of all pupils in the school, which reflects its ethos and mission.

Objectives

- To establish a school environment in which the welfare of each pupil is paramount;
- to clarify the structure of care that is best suited to the needs of the pupils at Durston House;
- to be an umbrella statement, from which emanate other policies pertaining to the care of the pupils;
- to make sure the different aspects of care complement and dovetail one another.

Introduction

Durston House recognises that the education of an individual encompasses all that affects the human condition, the academic, the physical, the emotional, the spiritual, the moral and the cultural. For a boy to thrive, these aspects of human nature must be developed in balance, rather than be mutually exclusive. The environment of care the school gives to boys must be secure, happy and positive, such that each can achieve significant personal development. From a community that enthuses about respect and consideration for self and others, pupils can learn that which is essential to a well-rounded member of society. Thus the Pastoral Care of every boy at Durston House is important and taken seriously by all those who work at the school.

The care of boys can occur in a formal as well as informal way, at all times of the school day. Boys should experience such care in all aspects of school life, which should be imbued with the ethos of 'mutual respect and understanding, fairness and opportunities for all...' and should reflect the school mission, '...a disciplined environment within which security and happiness are paramount...'

This policy sets out the structure of Pastoral Care at Durston House and highlights the component policies that support it, all with the aim to provide boys with security, contentment and success.

The Structure of Pastoral Care

The Role of Staff Members

The following is not hierarchical, and does not presuppose that any part of the structure is better equipped at caring for the boys. All parts of the structure can operate exclusively and/or in conjunction to effect that which is in the best interests of the boys.

Each Member of Staff

The duty of care for all pupils is the responsibility of the whole staff, teachers and non-teachers alike. It is vital that everyone whose work brings him/her into contact with pupils is active in the care of all boys, vigilant in monitoring the needs and interests of the group as well as those of the individual. There may be times when boys may wish to seek the advice or support of any member of staff in whom they trust. This is encouraged. The member of staff has a responsibility to inform or consult others, in particular, the Form Teacher.

Form Teacher

Responsibility for the Pastoral Care of particular pupils in particular Form groups is delegated to the Form Teachers, whose closer contact and detailed knowledge of each boy in their Forms should enable them to co-ordinate his day-to-day care. The Form Teacher will often be the first point of contact for boys or parents, who may wish to confide in the Form Teacher. Boys benefit if they recognise that home and school are working together, so positive relationships and communication are essential. The Form Teacher should be consulted by other members of staff about an individual's needs, and he/she will make sure that important information is recorded and made known to all adults who need to know.

Senior Management

The pastoral work of the staff and Form Teachers is monitored and supported by SMT members. Form Teachers should liaise closely with them, consult where necessary, especially when parents are involved. All may need to discuss the welfare and care of pupils with parents, but the most sensitive issues will in the first instance be referred to the Administrative Deputy Head, who will consult the Headmaster if appropriate. Clear communication among staff members, Form Teachers, and SMT members is important.

Administrative Deputy Head

Responsibility for co-ordinating and overseeing Pastoral Care is delegated to the Administrative Deputy Head by the Headmaster. He supports and liaises with the Heads of Junior School and Pre-Prep in the review and implementation of Pastoral Care policies and strategies. He monitors all aspects of Pastoral Care, reviews its effectiveness and, in consultation with the staff and SMT, initiates changes where necessary. It is vital that positive and negative aspects of the welfare of pupils are brought to his attention.

Headmaster

The Administrative Deputy Head is responsible for keeping the Headmaster informed of any Pastoral Care issues. The Headmaster deals with any matter that becomes a serious crisis, particularly where one boy's problems threaten the success or happiness of others or where parents' confidence in Durston House is endangered.

The Delivery of Pastoral Care

Individuals

It is accepted at Durston House that Pastoral Care comes in many guises, some formal and others less so, and can be dispensed by any member of staff, at any time. Acknowledgement of boys and all they do is important. A general interest in them as people, as well as pupils, plays a major part in their feeling of well-being and contentment. This can be achieved through something as simple as a kind remark, an awareness of their behaviour or a manner that is inclusive. Some boys may feel comfortable seeking care outside that which is provided by the Form Room or members of SMT. They may relate better to one member of staff than another. Any avenue of Pastoral Care that staff members provide is supported and encouraged.

Forms

Forms are rearranged each year, ensuring that all pupils relate to a wide range of boys and staff. Pupils should feel welcome and comfortable in the Form and should learn to identify with it and its Form Teacher. It is in the Form that much social, moral and emotional development will occur, not just in PSHME sessions but also in the general interaction of all. Together the Form will reinforce the Pupil Behaviour Policy, Code of Behaviour and the Anti-Bullying Policy.

Form Teachers

The tone and success of the Form is set by the Form Teacher, whose more formal role in Pastoral Care is pivotal. A constructive Form ethos will depend on the commitment of the Form Teacher, his/her consistency of approach, knowledge of boys and interest in all. Pupils easily recognise a Form Teacher who does 'care'. The Form Teacher reinforces the Pupil Behaviour Policy, the Code of Behaviour, the Anti-Bullying Policy and the Lunchtime Supervision Pupil Guidelines, all of which are designed to create the ordered, calm and safe environment that is Durston House. The Form teacher liaises with subject teachers, other staff members and the Heads of Junior School and Pre-Prep or the Administrative Deputy Head, who liaise with each other, so that a 'joined-up' approach to a pupil's welfare can be taken.

Form Rooms

A positive physical environment is important if a healthy Form spirit is to be nurtured. Form Teachers help the pupils develop a pride in the Form Room by allowing them input and giving them responsibility for its upkeep. The room should be tidy, clean and interesting, worthy of Form pride.

PSHME

Personal, Social, Health and Moral Education is an essential part of the school's Pastoral Care. Through it, other Pastoral Care of all is reinforced and developed, so that all pupils are helped to live happy, confident, independent, responsible lives. PSHME occurs weekly, within the timetable, and is usually taken by the Form Teacher.

Houses

The House system at Durston House allows for an alternative grouping of boys, who gather together with staff appointed to that House. Boys stay in this group throughout their time at the school. The House spirit engenders a sense of belonging to the group. House Meetings and competitions provide an opportunity for all boys to participate in activities outside the classroom and for many to excel, be it in a House cricket match, a photography competition or a House singing competition. The Head of House and other staff have the chance to reinforce positive values such as those of a group spirit, healthy competition, fair play, and other values reflecting the school's ethos and mission.

Weekly Report

A Weekly Report is not a sanction but a monitoring device for school and home. It is used in consultation with parents and boys. The Administrative Deputy Head and the Academic Deputy Head institute its use for behaviour or work. They decide the length of time the pupil is to be on report. It is given to a pupil to take to each session of the school day and have the teacher fill it in. At the end of the day it is monitored by one of the Deputy Heads, discussed with the boy, and goes home for parental signature, to be returned the next day. It provides support for boys during the school day, enabling them to make the most of their abilities, and allowing staff to encourage and congratulate the boy for progress made.

Recording Pastoral Care Issues

All benefit from the careful recording of Pastoral Care issues. Issues that arise through discussion between staff members and boys, which are of significance, are recorded. These may be recorded in notes to the Form Teacher or SMT member. He or she keeps an on-going record of issues that affect the care given to boys or that deter from the happiness and security that they have a right to enjoy. There is an area on the *Durston Net* for staff for the recording of behaviour issues that staff members consider important for a wider audience to know, as well as a specific area for recording sanctions of some kind. All instances of bullying are recorded in a separate folder. Any significant meeting between a member of staff and the parents must be recorded on the 'Communication with

Parents' sheet, which is lodged on the *Durston Net*, with a paper copy being placed in the pupil's file. A *significant meeting* means any contact in person or by phone that gives rise to anything that might need to be remembered, or that may help colleagues, or that the parents may later rely on. All significant written communication needs to be drawn to the attention of all who need to know.

Component Pastoral Care Policies

The following are separate policies that come under the auspices of Pastoral Care and play a significant part in the quality of care given to boys at Durston House: *Rewards and Sanctions Policy, Pupil Behaviour Policy, Code of Behaviour, Anti-Bullying Policy, Child Protection Policy.*

Durston House Child Protection Policy Statement

Durston House is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts are subject to enhanced disclosure.

(A complete version of the Durston House Child Protection Policy is available from the School Office and in the 'Secure Areas' of the Durston House Website: www.durstonhouse.org)

Protocol

Durston House fully recognises:

- the moral and legal responsibility of all members of staff (teaching and non-teaching) to safeguard and promote the interests and well being of all children in their care through appropriate instruction and pastoral support;
- the value of working closely with all colleagues to protect children from harm, discrimination and degrading treatment;
- the need to train (within a two year cycle) and support all members of staff in their awareness and understanding of Child Protection issues, to include the main forms of abuse and the procedures to follow if abuse is suspected, in order to safeguard the children and the adults working with them;
- the advisability of additional monitoring arrangements within the Reception classes (Early Years Foundation Stage);
- the need to develop and promote effective working relationships with other agencies, including the *London Borough of Ealing Education Department, Ealing Social Services* and the *Police*;
- the need to ensure that all adults within the school, in employment or otherwise, who have substantial access to children, have been checked with regard to their suitability; and that arrangements are in place to deal with allegations of abuse against anyone employed by the school (to include the Headmaster) in a paid or voluntary capacity;
- the requirement that any deficiencies or weaknesses in child protection arrangements that are perceived at any time are remedied without delay;
- the requirement to report to the Secretary of State, via the DCSF in Darlington, within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children;

- the requirement to review the Durston House Child Protection Policy annually at the beginning of the Autumn Term (September) for presentation to the Board of Governors at the Autumn Term Board Meeting, together with details of training procedures, numbers of incidents/cases and a review of Child Protection in the curriculum.

Statement of Principles

- The child's welfare is paramount.
- All children, regardless of age, culture, ability, gender, language, racial origin, religious belief and sexual identity, have a right to feel safe, and a concurrent right to protection from abuse.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- Regular training and support – annually for the Designated Child Protection Officer, initial training for all new staff and regular (biennial) whole school support seminars – will feature in the school's training programme.

Prevention

Durston House recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention.

The school will therefore:

- ensure that all staff appointed to the school have been thoroughly checked with regard to their suitability to work with children (see *Durston House Recruitment Policy and Procedures*). The following statement of policy with regard to the recruitment of all staff to the school is included in all publicity materials, recruitment websites, advertisements, candidate information packs, person specifications, job descriptions and induction training materials:
Durston House is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts are subject to enhanced disclosure. Durston House is an Equal Opportunities Employer. Registered Charity No. 294670.
- establish and maintain an ethos where children feel secure and recognise that when they talk others will listen;
- ensure that children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum activities and opportunities for PSHME that will equip children with the skills they need to stay safe from abuse and to know to whom to turn for help.

Child Protection Roles within Durston House

Designated Child Protection Officer: Mr Ian Kendrick (Headmaster)

Deputy Designated Child Protection Officer: Mr William Murphy (Administrative Deputy Head)

Responsibility for Child Protection (EYFS): Mrs Hilary Wyatt (Head of Pre-Prep)

Code of Behaviour

At Durston House boys should recognise that:

- *each person has the right to be **happy** at school and feel satisfied;*
- *each person deserves to be treated with **kindness**, considering thoughts and feelings;*
- *each person deserves to be treated **fairly** and **honestly**;*
- *each person's age, culture or religion need to be treated with **respect**;*
- *each person must help to make Durston House a **safe** place to be.*

Behaviour with Staff Members

Boys should:

- speak and answer questions politely;
- not argue or answer back;
- follow instructions immediately, in a positive fashion, and be obedient;
- try to help where necessary;
- be honest.

Behaviour with Other Boys

Boys should:

- speak politely to one another;
- be honest with one another;
- not tease or taunt others;
- try to think of others before themselves;
- consider how others might feel before saying and doing anything;
- not use physical aggression to get their own way;
- ask before touching other people's belongings.

Behaviour in the Classroom

Boys should:

- not be in a classroom without permission;
- stand quietly behind their chairs when they enter the classroom, or in Pre-Prep, sit quietly on the mat;
- try to sit away from someone by whom they might be distracted;
- not call out, but put up a hand to attract the teacher's attention;
- be aware that thoughtless behaviour distracts others;
- speak when the teacher has given permission;
- not swing on chairs;
- not throw things around the classroom.

Behaviour in the School Buildings

Boys should:

- always walk, never run, with special care taken on the stairs;
- always walk through corridors, keeping to one side;
- always descend the stairs on the banister side;
- not push others to get past;
- line up quietly against the wall outside a classroom if in Middle or Upper School;
- not go to Cloakroom areas between lessons without permission;
- not go for drinks on the way back from break or between lessons.

Behaviour Outside the School Buildings

Boys should:

- wait quietly for school to open, without playing games;
- always line up inside the security gates when waiting to go to break or to Assembly;
- leave the school property only with a member of staff;
- walk in pairs, furthest from the pavement edge;
- in Pre-Prep, walk in silence along the pavement;
- pay attention to the instructions of the staff member when walking;
- keep up with the group;
- not eat or drink when walking on the pavement;
- at Castlebar, eat and drink only on the paved area around the mulberry tree;
- not enter the wooded areas at Castlebar;
- not use the cricket nets at Castlebar during break;
- not go behind the pavilion out of sight of a staff member;
- not play in the boys' lavatories or any other part of the pavilions;
- line up quietly in forms when the whistle blows at the end of break.

Behaviour in Coaches and Minibuses

Boys should:

- follow the instructions of the accompanying member of staff at all times;
- remain seated at all times with seat belts fastened;
- not shout or make so much noise that the driver is distracted;
- not eat or drink in the vehicle;
- not throw anything inside or outside the vehicle;
- not communicate in any way with drivers of other vehicles, or pedestrians.

Rewards and Sanctions Policy

Aim

- To create a workable, understandable system for rewarding and sanctioning pupils, within the context of the positive ethos of Durston House.

Objectives

- To establish an effective system of rewards and sanctions which encourages positive, appropriate pupil behaviour and work;
- to establish a system of rewards and sanctions that ties in with the Pupil Behaviour Policy, the Pupil Work Policy, the Anti-Bullying Policy and the Exclusion Policy;
- to provide suitable tools with which staff may promote such behaviour and work;
- to clarify the system of rewards and sanctions for pupils, staff and parents.

Introduction

In all that is done at Durston House, the positive is emphasised so that pupils behave and work well, helping to build up a happy and successful school. When they recognise and understand the benefits of the boundaries that have been set for them, pupils prosper. They like to be rewarded. It is acknowledged, though, that there are times when pupils go beyond those boundaries. They must understand the sanctions for doing so, and be encouraged to accept responsibility for what they have done, or not done. Much of the praise and recognition, as well as reprimand given to pupils, is done informally, through verbal or written means. What are stated in this policy are the formal rewards

and sanctions given to pupils at Durston House. Given the age of the pupils in Pre-Prep, the system of Rewards and Sanctions is adapted to suit their needs.

Set out below, is the system that operates throughout Junior, Middle and Upper Schools. Following that is the adapted system for Pre-Prep.

Rewards

Plus Points

Boys receive a **Plus Point** for any positive behaviour or piece of work, over and above the normal performance of a boy. For good behaviour or contribution, a Plus Point is noted down directly in the Prep Diary, as an asterisk, often with the teacher's initials. The Plus Point is acknowledged on a piece of work as an asterisk, accompanied by the teacher's initials. It must be noted that Plus Points cannot just be a reward for good marks, since, for some pupils, that is an easy achievement. It is important that they are used judiciously. The Plus Points are noted in the Prep Diary, on the 'Monthly Calendar' pages (directly before the 'Distinctions' pages). Form Teachers keep their own record of pupil Plus Points. A record sheet is provided. This is usually done during Form Time.

Distinctions

A collection of **10 Plus Points** amounts to a **Distinction**. As well, a boy can be given a complete Distinction in recognition of **outstanding** efforts, either in terms of behaviour or work. This is given rarely by a member of staff, in consultation with the Deputy Heads or the Head of Junior School. These Distinctions will be recorded in the front of the Prep Diary and a record kept by the Form Teacher. The number of Distinctions and further Plus Points a boy has been awarded, together with the House Competition, goes towards a House Points total at the end of term. The House Shield is presented to the winning House. Distinctions are seen by the Administrative Deputy Head or the Head of Junior School. Normally boys bring their Prep Diaries and/or the work for which they received the Distinctions. They are able to show or explain why they were awarded a Distinction. The Administrative Deputy Head and the Head of Junior School can then reinforce the praise and satisfaction shown by the teacher.

Certificates

Boys who have achieved a certain number of Distinctions are awarded certificates at the end of each term. Presentations of Bronze, Silver and Gold Certificates will be made to boys depending on the number of Distinctions. A Bronze Certificate is awarded for 6 Distinctions, a Silver Certificate for 12 Distinctions and a Gold Certificate for 18 Distinctions. Some are presented at the final House Meeting of the term. The highest achieving certificate winners are presented their certificates at the Final Assembly on the last day of each term.

Achievement and Success Outside School

At Durston House the achievement and success of pupils outside school are acknowledged and celebrated. It is recognised that these are a part of the overall development of pupils, complementing all that they might do at school. Such achievement and success could be sporting, cultural, or musical. Assemblies are a good time to inform the school community of the achievements of some of its members. Parents or boys inform the Form Teacher about these, and he/she arranges with SMT to use Assembly time to make them known.

Congratulations Board

There is a Congratulations Board in Longfield and No. 12 on which a visual record of significant achievement, in and outside school, can be acknowledged. This could be work related, sporting

cultural or musical. Items for the Congratulations Board are given to the Academic Deputy Head or the Head of Junior School.

Sanctions

It is normal for a member of staff to use his/her professional skills to amend unsatisfactory behaviour or work. If positive discouragement is unsuccessful, a member of staff must admonish the boy. After several occasions where 'verbal persuasion' has been exhausted, the member of staff might seek help from the Deputy Heads or the Head of Junior School for verbal reinforcement. Their involvement would not be to diminish the authority of the member of staff, but to enhance it and support it. If the unsatisfactory behaviour or work persists, the following formal sanctions must be applied. All the following sanctions, and any meetings/correspondence about them, are recorded.

Yellow Cards (Conduct Cards)

If further sanction for unsatisfactory behaviour is necessary, a **Yellow Card** is issued. The Yellow Card must be used sparingly, as a secondary sanction. The fewer times it is issued, the greater its value, in the eyes of both boys and parents. They must be issued after **several warnings** have been given and the boy in question has had **sufficient time** and **opportunity** to make amends. It may be that they are issued in consultation with the Administrative Deputy Head or the Head of Junior School. There are a few times when an immediate Yellow Card is necessary. On such occasions, the problem should be such that it requires the boy being sent to the Administrative Deputy Head or the Head of Junior School immediately the card has been given. Boys are expected to take the Yellow Card home and have it signed by a parent. In this way the parents are informed about what has occurred and can help the boy and the school in developing better behaviour. The card is returned, in person, to the Administrative Deputy Head or Head of Junior School, the next day, and a record is kept. Teachers giving Yellow Cards must record them on the record sheet in the Staff Workroom at No.12 or the Staffroom at Longfield.

Detention

Boys who receive **3 Yellow Cards** in one term subsequently receive a **Detention**. As well, it may be the case, after consultation with a member of staff, that the Administrative Deputy Head or the Head of Junior School gives a boy a Detention for a single incident of severe misbehaviour. Detentions are run by the Administrative Deputy Head or the Head of Junior School. In the Detention, a boy will be given the opportunity to reflect on how he has behaved. A letter will go home informing the parents. Since Detention is a serious sanction, it is used infrequently. It is not given by other members of staff. Staff should not detain a boy at any time, unless given permission by the Administrative Deputy Head or the Head of Junior School.

Blue Cards (Work Cards)

If further sanction for unsatisfactory work is necessary, a **Blue Card** is issued. Like Yellow Cards, Blue Cards must be issued after **several warnings**, including a note in the Prep Diary, with **adequate time** for the boys to complete or improve their work. On these cards the teacher must note problems related to the academic work that the boys do. If a boy still has not done his prep after several days, or has done a piece of work which is well below his capability, a Blue Card can be issued. Like the Yellow Card, the boy must take it home and have the card signed by a parent, thereby keeping the parents abreast of the standard of his work. They must be made aware of what the problem is and what the boy must do to rectify the situation. This will be noted on the card. The Blue Card is returned to the Academic Deputy Head or the Head of Junior School the next day, for consultation and recording. Teachers giving Blue Cards must record them on the record sheet in the Staff Workroom at No.12 or the Staffroom at Longfield.

Work Referral

Boys who receive **3 Work Cards** warrant a **Work Referral** session, in which they complete work set by the Academic Deputy Head. Also if the Academic Deputy Head considers that a work problem is sufficiently serious to warrant a further sanction, a Work Referral session is held. It may be considered that because a boy has fallen behind so much, or that his work is so poor, and improvement is unlikely, a set, supervised time in which to do it is necessary. Work Referral will allow the boy the chance to rectify the situation. Work Referral is run by the Academic Deputy Head or the Head of Junior School. Parents are informed by letter.

Saturday Morning Detention

If the problem/s of behaviour or work cannot be resolved satisfactorily, and every other attempt has been made to do so, a boy receives the further sanction of a **Saturday Morning Detention**, which is supervised by the Headmaster. Likewise, very serious incidents of misconduct warrant an immediate Saturday Morning Detention. This is a very serious step, involving the Headmaster directly in the efforts to help a boy amend his behaviour or work. Such a sanction is decided by the Headmaster in consultation with the Administrative Deputy Head.

Temporary Exclusion

It may be deemed necessary by the Headmaster to exclude a boy temporarily from school for a period of time. This would be used for the most serious cases of misconduct, at the Headmaster's discretion, making clear to a boy and his parents that his behaviour or attitude are not acceptable at Durston House and that immediate improvement needs to be made. The Chairman of the Governors is informed of the sanction.

Permanent Exclusion

This is the ultimate sanction of the school. Parents are asked to take their son away from Durston House. Please refer to the school's Exclusion Policy, which complements this policy.

Rewards in Pre-Prep

Stickers

Pupils in the Pre-Prep classes are given stickers to reward positive behaviour or good work.

Golden Time

Pupils who have behaved well all week are able to join in with Golden Time activities. Golden Time is a period of up to 30 minutes where special games are played either in the classroom or in the outside play area.

Plus Points

Form Teachers record pupil Plus Points in the back of the Message Book and a Plus Point Chart is displayed in each classroom.

Distinctions

A collection of **10 Plus Points** amounts to a **Distinction**. As well, a boy can be given a complete Distinction in recognition of **outstanding** efforts, either in terms of behaviour or work. This is given rarely by a member of staff, in consultation with the Head of Pre-Prep. These Distinctions will be recorded by the Form Teacher and the boy will receive recognition in assembly. The number of

Distinctions and further Plus Points a boy has been awarded goes towards a House Points total at the end of term, and the House which has amassed the greatest number of House Points wins the House Shield.

Distinctions are seen by the Head of Pre-Prep who will write a message in the message book. The boys are then able to show or explain why they were awarded a Distinction. The Head of Pre-Prep can then reinforce the praise and satisfaction shown by the teacher.

Certificates

Boys who have achieved a certain number of Distinctions are awarded certificates at the end of each term. Presentations of Bronze, Silver and Gold Certificates will be made to boys depending on the number of Distinctions. A Bronze Certificate is awarded for 6 Distinctions, a Silver Certificate for 12 Distinctions and a Gold Certificate for 18 Distinctions. Some are presented at the final House Meeting of the term. The highest achieving certificate winners are presented their certificates at the Final Assembly on the last day of each term.

Achievement and Success Outside School

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Sanctions in Pre-Prep

It is normal for a member of staff to use his/her professional skills to amend unsatisfactory behaviour or work. If positive discouragement is unsuccessful, a member of staff must admonish the boy. After several occasions where “verbal persuasion” has been exhausted, the following sanctions must be applied.

Thinking Chair

The child sits on the **Thinking Chair** for 5 minutes. This is a chair that is placed within the classroom but is away from the other boys. After 5 minutes the teacher reminds the boy why he has been asked to sit away from the others and is told that if his misconduct is repeated he will miss Some Golden Time. The teacher keeps a record of minutes missed.

Golden Time Removed

Boys who have lost Golden Time minutes sit and watch the others play during the allotted time. If a boy misses the whole of Golden Time then a note goes home in his message book.

Unsatisfactory Work

Boys may be asked to repeat unsatisfactory work. Year 2 boys may be asked to repeat homework tasks if they are considered to be of a poor standard for the pupil.

Time with the Head of Pre-Prep

If the behaviour or work are considered to be unsatisfactory, or of a serious nature, the boy is sent straight to the Office where the Head of Pre-Prep speaks to him. The boy’s parents are informed about his behaviour.

Temporary Exclusion

It may be deemed necessary by the Headmaster to exclude a boy temporarily from school for a period of time. This would be used for the most serious cases of misconduct, at the Headmaster's discretion, making clear to a boy and his parents that his behaviour or attitude are not acceptable at Durston House and that immediate improvement needs to be made. The Chairman of the Governors is informed of the sanction.

Permanent Exclusion

This is the ultimate sanction of the school. Parents are asked to take their son away from Durston House. Please refer to the school's Exclusion Policy, which complements this policy.

Exclusion Policy

Aim

- To complement the aims of the Rewards and Sanctions Policy in seeking to create a workable, understandable system for sanctioning pupils, within the context of maintaining the positive ethos of Durston House – in so doing, to ensure the safety and well-being of all members of the Durston House community, and to maintain an appropriate educational environment in which all can learn and succeed.

Objectives

- To clarify the two categories of exclusion – temporary and permanent.
- To clarify how and when temporary exclusion and permanent exclusion procedures are implemented.

Introduction

- It is the responsibility of the school to communicate to pupils, parents and staff its expectations and standards of conduct. To this end there are a number of policies in place to promote positive behaviour and good conduct. The Rewards and Sanctions Policy for the Junior, Middle and Upper Schools, together with the adapted system for the Pre-Prep, highlight that it is the practice at Durston House for the positive to be emphasised so that pupils behave and work well, helping to build up a happy and successful school.

Definitions

- Temporary Exclusion: a period of time during which a pupil remains a member of the school, but during which he will not be permitted to attend school.
- Permanent Exclusion: the requirement for a pupil to cease to be a member of the school.

Terms of the Educational Contract

The *Durston House School Educational Trust Limited Educational Contract (March 2009)* outlines the protocol for 'exclusion' as follows:

14 Temporary Exclusion, Permanent Exclusion and Removal

- 14.1 The Parents acknowledge the Head's right and duty to exclude the pupil temporarily or permanently, without notice if he shall consider it necessary in the circumstances, where he considers that the pupil's conduct is unacceptable or his presence in School detrimental to himself or others, or if fees or Extras have not been duly paid, or if the Parents are in breach of this Agreement in any other respect.
- 14.2 If temporary exclusion is because the Parents owe the School money, they will be deemed to have withdrawn the pupil without notice unless their account is cleared within 28 days, in which case a Term's fees in lieu of notice will be added to their liability. The School may withhold information or property while fees are unpaid.
- 14.3 If the pupil is temporarily or permanently excluded, the Parents will be responsible for removing the pupil from the School as directed by the Head, and no fees paid will be refunded, including the acceptance fee, and any outstanding fees will continue to be immediately payable.
- 14.4 If the pupil is excluded temporarily, the Head will as soon as practicable explain the circumstances to the Parents and advise them whether the pupil is to be re-admitted (and, if so, on what conditions) or permanently excluded. The Head's decision to exclude temporarily or permanently will be final and the Parents acknowledge that certain information that may have contributed to the decision may be confidential and may not, therefore, be disclosed to them.

Clarification

Temporary Exclusion.

- Temporary exclusion from school for a short period of time (usually a maximum period of five school days) is the penultimate disciplinary sanction before permanent exclusion.
- A pupil whose conduct has exhausted the progressive sanctions, including a Saturday Morning Detention, laid down in the Rewards and Sanctions Policy may be excluded temporarily by the Headmaster, or, in the absence of the Headmaster, the Deputy Head (Administration) acting for the Headmaster, in order to make clear to the pupil and his parents that his behaviour and/or attitude are not acceptable to the school and that immediate improvement needs to be made.
- A pupil may be excluded temporarily in response to a single incident if it is considered to be a serious breach of the school Code of Behaviour or policies, a serious disciplinary offence, or behaviour outside school that would bring the school into disrepute.
- In all cases where a pupil is to be excluded temporarily, an urgent meeting will be convened at which the Headmaster will inform the parent(s) of the reason for the sanction. The terms of the temporary exclusion will be made clear, in written form, by letter addressed to the parents.
- The Chairman of the Board of Governors will be informed of the temporary exclusion.

Permanent Exclusion

- Permanent exclusion from school is the ultimate disciplinary sanction of the school.
- A pupil whose conduct has exhausted all previous sanctions, including temporary exclusion, may be excluded permanently by the Headmaster on the grounds that his behaviour and/or attitude are not acceptable to the school.
- A pupil may be excluded permanently in response to a single incident if it is considered to be a very serious breach of the school Code of Behaviour or policies, a very serious disciplinary offence or unacceptable behaviour outside school that would bring the school into disrepute. The following examples, which are not exhaustive, would be regarded as very serious disciplinary offences:

- serious actual or threatened violence against another pupil or a member of staff;
 - possession or use of an illegal drug on school premises;
 - possession of an offensive weapon;
 - persistent bullying or racial harassment.
- The Headmaster may at his discretion require the permanent exclusion of a pupil from the school if the behaviour of one or both parents is, in his opinion, unreasonable and affects, or is likely to affect adversely the pupil's or other pupils' progress at the school, or the well-being of members of staff, or to bring the school into disrepute.
 - In all cases where a pupil is to be excluded permanently, an urgent meeting will be convened at which the Headmaster will inform the parent(s) of the reason for the sanction. The terms of the permanent exclusion will be made clear, in written form, by letter addressed to the parents.
 - The Chairman of the Board of Governors will be informed of the permanent exclusion.

Further Information

Missing Pupils

The school's Incident Management Plan has a detailed and comprehensive procedure to put into action in the extremely unlikely event that a pupil should go missing. Should a member of staff suspect that a pupil is unaccounted for, he/she will inform the Headmaster, who will work with the Deputy Heads, Head of Junior School and/or Head of Pre-Prep (as appropriate) in organising a search of all school buildings and grounds. Information will be sought as to the pupil's state of mind or personal problems which could have a bearing on the situation. If the search is unsuccessful, the Headmaster or senior member of staff designated by him will contact the police giving the name and age of the pupil, the length of time unaccounted for, the last known location and details of appearance and clothing worn. All relevant school telephone numbers will be given. The Headmaster or designated senior member of staff will contact the pupil's next of kin or guardian and keep them informed of the situation. School medical records will be checked to obtain any relevant medical information regarding any medical condition or medication being taken. (Parents may have access to a copy of the procedure on visiting the school.)

Pupils' Records

Parents of Reception Pupils may have access to developmental records (such as the EYFS Profile) on visiting the school. It is the general policy at Durston House that a written request must be made for copies of information from the personal files of pupils. The school will of course take into account data protection protocols should such files refer to third parties.

Complaints Policy

Copies of the *Durston House Complaints Policy and Procedures* are available on request from the school. In the event that parents of Reception Pupils (Early Years Foundation Stage) have concerns that would appear to be beyond the immediate remit of the school, they can contact either Ofsted (contact details on www.ofsted.gov.uk) or the Independent Schools Inspectorate (ISI – contact details on www.isi.net).

Durston House: Information for Current and Prospective Parents 2009-2010 is also available in the *Secure Area* of the *Durston House Website*. The following documents are available on request from the school, or can be found in the *2009-10 Information* section or *Secure Area* of the *Website*:

Anti-Bullying Policy

Child Protection Policy and Procedures

Pupil Behaviour Policy

Outings Policy

Trips Policy

Up-to-date Governors and Staff List

Particulars of Academic Performance during 2007-2009