

UPPINGHAM

Behaviour and Discipline Policy

THE UPPINGHAM COMMUNITY: A WHOLE-SCHOOL APPROACH TO BEHAVIOUR

1 Introduction

- 1.1 As a boarding school, there is a strong sense of community, relationships are positive and family values and attitudes permeate throughout the way staff and pupils behave.
- 1.2 At Uppingham our approach to behaviour is underpinned by an effective whole-community approach, which allows pupils to be supported in all aspects of their school life so that they make good decisions, behave in a positive manner and nurture strong personal values. This ensures that our community is built on mutual respect and positive relationships, the importance of which is understood by all.
- 1.3 Uppingham is therefore a well-disciplined school where high standards of behaviour are expected, allowing praise and encouragement to be central to our philosophy.
- 1.4 Uppingham uses principles of restorative practice where pupils take responsibility for their actions and learn from mistakes.
- 1.5 There may, on occasion, be behaviour which requires sanctions. These sanctions will be supported by education and reflection to allow pupils to move on from the incident in a positive way.
- 1.6 We expect all relationships to be positive, inclusive and respectful. All members of the school community should communicate in a way that respects our diversity. Consistent and clear language should be used when acknowledging positive behaviour and addressing poor behaviour.
- 1.7 This Policy has regard to Behaviour in Schools: Advice for Headteachers and School Staff ([September 2024](#)).
- 1.8 This policy should be read in conjunction with the
 - 1.8.1 Lower School Behaviour for Learning framework
 - 1.8.2 Child Protection policy
 - 1.8.3 Anti-bullying policy
 - 1.8.4 Cyberbullying policy
 - 1.8.5 ICT acceptable user policy
 - 1.8.6 Alcohol policy
 - 1.8.7 Smoking policy
 - 1.8.8 Drugs and harmful substances policy
 - 1.8.9 RSE policy
 - 1.8.10 Equal opportunities policy
 - 1.8.11 The School White List (which contains the school rules)
 - 1.8.12 Use of reasonable force policy
 - 1.8.13 Searching pupils, their rooms/belongings/devices policy
 - 1.8.14 School's Terms and conditions.

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2 Aims

- 2.1 To encourage good behaviour of pupils.
- 2.2 To ensure pupils are aware of the School's expectations (and School Rules) with regard to positive behaviour.
- 2.3 To enable pupils to reflect on the consequences of their actions and choices.
- 2.4 To encourage pupils to accept responsibility for their behaviour.
- 2.5 To make pupils aware that rules, as well as often representing the law, are essential in ensuring the rights, health, wellbeing and happiness of all individuals living within our community.
- 2.6 Not to over-emphasise discipline, rather, to inculcate by example, encouragement and explanation, what Uppingham regards as proper behaviour.
- 2.7 For all members of the school community to participate in the maintenance of good behaviour and discipline.
- 2.8 To monitor and respond to trends and patterns of behaviour across the school.
- 2.9 To apply the School's disciplinary mechanisms:
 - Appropriately, fairly and consistently.
 - In accordance with the guidelines outlined by the DfE.

3 Responsibilities

3.1 Staff

- 3.1.1 To apply the School's disciplinary mechanisms:
 - Appropriately, fairly and consistently.
 - In accordance with the guidelines outlined by the DfE.
- 3.1.2 At Uppingham we believe that behaviour is everyone's responsibility and we understand the importance of the proactive and preventative work that schools can do to ensure high standards of behaviour and personal development.
- 3.1.3 Uppingham supports staff to ensure that they collectively embody and role-model the school culture and values.
- 3.1.4 Senior and Middle Leaders must be highly visible to support pupil behaviour and their colleagues. This includes engaging with pupils, staff and parents.
- 3.1.5 The ELT has a responsibility to set the expectations outlined in this policy including maintaining a whole school approach to behaviour. ELT should be proactive in ensuring all staff understand expectations of behaviour.
- 3.1.6 All staff (including non-teaching staff) are appropriately inducted in the School's behaviour management processes. This includes continuous professional development within the academic year.
- 3.1.7 Uppingham has clear expectations of behaviour and encourages staff to take responsibility and ownership so positive relationships are built with pupils.

3.2 Pupils

- 3.2.1 Pupils are encouraged to build inclusive social relationships and to behave respectfully towards others inside and outside the school.
- 3.2.2 Guidance on the behaviour policy is offered and expectations are made clear as part of the induction process for new pupils.

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3.2.3 Emphasis is placed on the Uppingham pupil behaviours and pupils are expected to display these behaviours in all areas of school life.

3.3 Parents/carers

3.3.1 Parents/carers have a vital role in supporting the school and should be encouraged to reinforce the values and expectations of behaviours at home.

3.3.2 This policy is the starting point for setting the culture of behaviour that Uppingham expects. Alongside it, we expect parental/carer support to ensure personal development is also explored and encouraged at home.

3.3.3 Where a parent has concerns about the management of behaviours, they should raise this directly with the school whilst continuing to work in partnership. Sanctions and their rationale are routinely communicated to parents/carers.

4 **Uppingham School Behaviours**

4.1 Uppingham's preference is to promote good behaviour rather than to have to sanction poor behaviour.

4.2 Relationships between pupils and between pupils and staff are founded on the basis of mutual respect.

4.3 The expectation of the conduct of staff and all pupils is that they model good behaviour, such as politeness, courtesy, good manners and care for each other and for the environment.

4.4 Overall, it is the sense of being in a supportive community in which strong and respectful relationships are created between all its members; where clear attitudes and values exist and there is a distinct moral code, which creates an environment where kindness, acceptance and high standards of behaviour are the norm.

4.5 We expect our pupils to display the following behaviours included on the Uppingham Pupil Behaviour Grid at all times:

An Uppinghamian...

RELATIONSHIPS	INDEPENDENCE	SELF	ENGAGEMENT
Offers support to others	Prepares for life beyond Uppingham School	Takes responsibility for their own actions	Is actively engaged and passionate
Shows respect	Makes informed decisions	Understands right and wrong and shows self-regulation	Tries new experiences and embraces change
Is compassionate and kind	Demonstrates resilience	Demonstrates curiosity to develop knowledge and understanding	Actively seeks challenges, takes risks and engages with feedback
Works collaboratively with peers	Demonstrates leadership skills	Works effectively and shows commitment	Develops talents and interests
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5 Recognition and rewards

- 5.1 Good behaviour is commonly recognised with positive verbal comments to a pupil from teachers and pastoral staff.
- 5.2 Commendations are electronically recorded on the School's Pastoral Information Management System (PIMS). Commendations are awarded in recognition of excellent application of the Uppingham Pupil Behaviours Grid in any area of the school.
- 5.3 Further detail on the ways in which the school recognises, acknowledges and promotes good behaviour can be found in Appendix 1.

6 Disciplinary Process

- 6.1 Any action which is contrary to common sense, good manners or the law, or which is likely to bring the School into disrepute will be regarded as a breach of School Rules.
- 6.2 School Rules apply at all times when:
 - The pupil is in the school's care (whether on or off site, in term or outside term time).
 - During any activities in which a pupil represents the school.
 - In all situations where the pupil's behaviour has a negative impact on:
 - Another pupil from Uppingham or another school
 - The school's reputation (e.g. a bullying message on social media in the holidays).
- 6.3 School rules also apply to online behaviour
- 6.4 Negative interactions online can have a significant impact on individuals, the culture of the school and on the reputation of the school.
- 6.5 Parents/carers are responsible for negative incidents of online behaviour that happen offsite and outside of school hours, however, as the incidents often affect the culture of the school and members of the school community, it is possible for the behaviour policy to be applied to online transgressions, even when off-site and/or outside of school hours. Our Acceptable User Policy clearly states the expectations of online behaviour.
- 6.6 The responsibility for promoting and encouraging positive online behaviour must be the joint responsibility of the School with parents/carers.
- 6.7 There are some school rules which are likely to be met with a more significant response

These include:

- 1 Bullying*
- 2 Use of discriminatory language
- 3 Possession and/or use of drugs*
- 4 Possession and /or consumption of alcohol*
- 5 Smoking/vaping*
- 6 Breaking curfew
- 7 Sexual activity*
- 8 Possession of inappropriate items (weapons, fireworks, explosives, flammable material, etc.)
- 9 Stealing
- 10 Other serious matters (fighting, assault, sexting, pornography, etc.)

**The School holds separate, more detailed policies on many of the School's more serious rules.*

- 6.8 Further School rules include things that go against the behaviours included in the Uppingham Pupil Behaviours Grid. Persistent rule breaking of this nature is likely to escalate into a more serious disciplinary matter.

7 Roles and responsibilities

7.1 Pupils with barriers to learning and SEND diagnoses

- 7.1.1 Uppingham considers the context of support provided to the pupil (at the time of the incident and beforehand) and whether this was appropriate to their learning need. We review the impact of the support and adjust the Behaviour Policy and other policies where appropriate. This is discussed with the pupil, parents/carers and key pastoral team members. Part of these discussions would explore likely triggers for misbehaviour so that support can be considered to help pupils self-regulate or de-escalate their behaviours. This is communicated with teachers in conjunction with the Learning Support Department.
- 7.1.2 For some pupils, an individual Behaviour Intervention Plan is constructed, an adapted version of the Behaviour Policy which recognises the barrier to learning or SEND diagnosis. We recognise the need for individual adjustments to be made to the behaviour policy for pupils with barriers to learning and SEND diagnoses to ensure that all pupils can meet Uppingham's expected levels of behaviour. These adjustments may be temporary. It is important to note that any action in or outside school which compromises the safety of members of the Uppingham Community including threatening, violent or harmful behaviour (physical, verbal or online) may override previous adaptations to the Behaviour Policy in terms of any sanction that might be applied.

7.2 The role of the staff member

Responsibility for excellent classroom management lies primarily with the subject teacher. Knowing and believing in our pupils so we can engage with them as individuals, setting high expectations for all and being consistent will help teachers develop and maintain strong relationships.

Teachers are encouraged and empowered to use a range of strategies, including those from the Lower School Behaviour for Learning Framework, to promote positive behaviours and are supported by whole school CPD provision.

Subject teachers are responsible for ensuring that pupils with barriers to learning and SEND diagnoses are supported and that any individual adjustments to the behaviour policy are followed (see section 7.1).

If a pupil's, behaviour is repeatedly not meeting expectations and the pupil has already participated in restorative conversations and detention then the subject teacher should contact the HsM and HoD with full details so that further support and intervention can be actioned. The incident should be reported on PIMS.

The below examples must serve only as a guide of how to manage a behaviour incident:

Reminder

If a pupil's behaviour falls below the expectations of the Pupil Behaviours Grid but can be easily and swiftly adjusted by the pupil without significant impact on others, then a reminder should be given by the member of staff. The expectation is that behaviour will be immediately adjusted by the pupil.

This might include the following behaviour (not exhaustive):

- Chewing gum (first offence)
- Dress code infringements (first offence)
- Calling out (first offence)

WHO ACTIONS IT: All staff

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Restorative conversation

If a pupil's behaviour falls below the expectations set out in the Pupil Behaviours Grid then the staff member should follow the process of

- Recognise
- Respond
- Report

The staff member should support the pupil in recognising why their behaviour has fallen below expectations. This conversation should support the pupil's decision making and agree a positive way forward. This might include the following type of behaviour, usually applicable to the first offence (not exhaustive):

- Lateness
- Dress code infringements (repeated offence)
- Running in corridor/boisterous behaviour around the site
- Chewing gum (repeated offence)
- Forgetting resources
- Missing work deadlines
- Calling out (repeated offence)
- Work below expected standards

The restorative conversation will reaffirm our expectations and allow the pupil the chance to reflect on their behaviour and choice of actions.

The staff member may choose when to have this conversation, and the staff member should record that the conversation occurred on PIMS, being sure to tag the action as 'restorative conversation'.

The staff member may feel that they would like the HoD or HsM to support this conversation and can request this.

It is expected that most behaviour will not be repeated. It is important that the staff member highlights that this is a formal conversation and if the pupil continues to make poor choices, there may be an escalation in sanction.

WHO ACTIONS IT: All staff

WHO IS INFORMED: Tutor and HsM

Detention

A detention will be issued when behaviour does not align with our high expectations. This could include a pupil who has not adapted their behaviour following a restorative conversation. However, a restorative conversation does not have to have occurred before a detention is issued. Detentions can be issued in lessons or because of behaviour in the wider school community.

Reasons may include (but not exhaustive):

- Continued failure to follow instructions
- Continued failure to complete satisfactory work
- Repeated disruption of others' learning
- Unkindness towards others

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Staff should record this as an incident on PIMS and select 'recommend detention' as the action. This does not automatically place the pupil in detention but serves as a recommendation to the HsM who will action the detention. A brief reason should be included on the incident report.

The HsM will triage the incident and discuss with the HoD if necessary. Pupils will either serve a School detention or a House/Department intervention. Both have equal weighting and both allow reflection on the poor behaviour. The decision will be communicated back to the member of staff.

School detention: The school detention is a centralised reflection opportunity for pupils which is run by the ELT. These detentions currently run on a Sunday morning at 9-9.45am.

A reflection log is completed by hand and uploaded to the pupil file on PIMS.

The subject teacher should read the reflection and acknowledge it with the pupil when they next see them. They should use this reflection to help manage the pupils' behaviour and progress moving forwards.

House Intervention: The House intervention is a restorative action that is recommended by the HsM instead of a School detention. This allows pupils to work with the HsM, Deputy HsM, Tutor or senior pupils to reflect on their behaviours.

Department Intervention: The Department intervention is a restorative action that is recommended by the HoD. This is likely to be (but not exhaustively) for poor quality or missing work, which the HoD and HsM feel could be best supported in Department. This should be used as part of wider pastoral support and should not be used for pupils to just catch up with work, which should be done in their own time.

Parents will be alerted to all detentions by the HsM and/or teacher.

WHO ACTIONS IT: Academic staff. Confirmed by HsM and HoD.

WHO IS INFORMED: Tutor, HsM, HoD, Parents/carers

7.3 The Role of the Head of Department

The role of the Head of Department is to ensure that the atmosphere in their subject classrooms is conducive to expert teaching and learning. The HoD will provide guidance and support to the subject teachers. HoDs can seek support from their line managers, the Deputy Head Academic and the Assistant Head Pastoral. We actively encourage teachers to discuss behaviour and for leaders to offer regular support if needed.

Department interventions (individual)

In certain cases, a subject teacher may feel that the behaviour of an individual pupil has gone beyond the detention threshold. In such cases, the subject teacher should discuss the behaviour with the relevant HoD.

The HoD and relevant HsM will then agree a way forward best suited for that pupil. In most cases there will be a formal meeting with the pupil and the HsM and/or HoD. This may also include parents. The meeting will be recorded on PIMS.

The HoD will feedback and support the subject teacher.

If the HsM and HoD cannot agree an appropriate outcome, or the behaviour is deemed more serious, then this will be discussed with the Assistant Head Pastoral (AHP) or Senior Deputy Head for further escalation.

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WHO ACTIONS IT: Subject teacher, HoD, HsM

WHO IS INFORMED: Tutor, Assistant Head Pastoral, Parents/carers

Department Intervention (group behaviour)

On rare occasions when a number of individuals are misbehaving, the subject teacher should seek immediate departmental support. It is not effective to issue large numbers of sanctions or class sanctions.

After the lesson, the subject teacher should meet with the HoD to discuss the lesson. The HoD should offer support by meeting with the pupils involved. The subject teacher should also attend this meeting. Expectations should be reset and pupils informed that individual sanctions will follow if behaviour does not improve.

If the HoD requires support then their appropriate line manager will be involved in the process.

The HoD will inform HsMs via PIMs and parents will be contacted, if appropriate, by the HsM or HoD.

WHO ACTIONS IT: Subject teacher, HoD, ELT

WHO IS INFORMED: Tutor, HsM, AHP, parents/carers

7.4 The role of the Housemistress/master (HsM)

The role of the HsM is to have the overview of a pupil's behaviour across the school, including oversight of their pastoral, academic and co-curricular journey. The HsM will work with tutors, subject teachers, HoDs, Assistant Head Pastoral and Senior Deputy Head to ensure that pupils adhere to the Pupil Behaviours Grid and to ensure that parents are informed of their child's behaviour and personal development. The HsM has the full picture of the pastoral and safeguarding needs of each pupil and should use these to help inform responses to behavioural incidents. HsMs should set high expectations of behaviour in their houses. HsMs can ask their line manager, Assistant Head Pastoral or Senior Deputy Head for support.

7.5 The role of the Assistant Heads, Deputy Head Academic and Senior Deputy Head

The broad role of these members of staff is to offer support and guidance to those that they line-manage to ensure that expectations of pupil behaviour remain high. These members of ELT will supervise School Detentions and ensure that pupils are able to reflect sensibly. Members of ELT should be visible around the school and should be willing to support with behaviour when required. Members of ELT may be called upon to assist with behaviour incidents when it is their ELT duty day.

7.6 The role of the Assistant Head Pastoral

The role of the Assistant Head Pastoral is to offer support and guidance to subject teachers, HsMs and HoDs and to help mediate decisions when appropriate. The Assistant Head Pastoral will co-ordinate the School Detention process and monitor and track behaviour across the school. The Assistant Head Pastoral will work closely with the Senior Deputy Head whenever a pupil is not responding to the escalation process or has committed an offence requiring rustication or permanent exclusion. The Assistant Head Pastoral will work with the Senior Deputy Head to report to the school trustees.

7.7 The role of the Senior Deputy Head

The role of the Senior Deputy Head is to work with any colleague as appropriate, to give advice and become involved with disciplinary matters which are long standing and/or serious. The Senior

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Deputy Head will take a central role in exclusions – both temporary and permanent. The Senior Deputy Head will communicate with the Headmaster and discuss trends and patterns of behaviour. The Senior Deputy Head will work with the Assistant Head Pastoral to report to the School Trustees.

7.8 The role of the Headmaster

The role of the Headmaster is to be aware of the trends and patterns of behaviour in the school as communicated to them by the Senior Deputy Head. The Headmaster is a key part of any discussions on permanent exclusion, and will have the final say on this course of action. The Headmaster will be informed of any serious breaches of school rules.

8 Serious Disciplinary issues

In the event of a more serious disciplinary issue, the matter would be passed onto the Senior Deputy Head (or Headmaster).

Serious disciplinary incidents will usually involve:

- A fact-finding investigation (carried out under the supervision of a senior member of staff).
- A disciplinary meeting with those pupils involved in the incident and the Senior Deputy Head (or a member of the Senior Pastoral Team).
- The implementation of a formal sanction.
- A formal letter to parents outlining the nature of the incident and any resulting sanctions. In some instances, a meeting might be held with the pupil, parents and Senior Deputy Head to discuss a particular incident or pattern of behaviour.

Throughout this process, HsMs (or another appointed member of the boarding house pastoral team) are fully involved, in particular with any communication with parents.

Searching pupils, their rooms, belongings and devices

It might be that as part of a disciplinary incident it is felt necessary to conduct a search of either a pupil, their room, belongings or electronic devices. The Education Act 2011 and DFE Guidance for Schools on Screening, Searching and Confiscation (January 2019) allow for the search and confiscation of items that are dangerous, illegal or detrimental to school discipline and the well-being of the School community. The School holds a separate policy on searching pupils, their rooms, belongings and devices.

9 Sanctions

Punishment is seen as a last resort. However, the School can employ a range of sanctions (see Appendix 2).

Sanctions for more serious matters are determined by the Senior Deputy Head and Headmaster (and for academic based infringements the Deputy Head Academic).

It is not possible to predict exactly what sanction may be applied– although more specific guidance is provided in the separate, more detailed policies on many of the School's more serious rules. Nevertheless, the nature of any sanction will reflect the seriousness of the incident.

In applying sanctions, the following guidelines are considered. Any sanction should aim:

- To be appropriate and proportionate to the offence committed and to the particular circumstances.
- To be fair, reasonable and never degrading.
- To make every effort to ensure consistency.
- To avoid punishing a whole group for the activities of an individual.

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- To take into consideration the particular needs of a pupil, such as those with Special Educational Needs and Disabilities.
- To avoid involving 'favours' being carried out (i.e. washing a member of staff's car).

Corporal punishment is not used at Uppingham School under any circumstances. Physical restraint is not advised. If it is necessary, physical restraint should be used as a short-term measure to prevent immediate danger or personal injury to the pupil, another person or (exceptionally) to property, and only if there is no viable alternative to physical intervention. The restraint should be the minimum necessary to avoid physical harm, and for the minimum duration, commensurate with the actual risk. The School holds a separate Use of Reasonable Force Policy.

As part of the discipline process, it is important that pupils think about the consequences of their actions and learn from their mistakes. Therefore, in addition to any discussions held between a pupil and their housemaster/housemistress (and other members of staff involved), more formal reflective work may be set. Such work provides a valuable educational tool in helping a pupil establish a good 'moral compass' which helps ensure that any inappropriate behaviour is not repeated.

Where a pupil is frequently and repeatedly sanctioned for poor behaviour, staff will not automatically assume that his/her actions are willful and deliberate. Steps will be taken to examine any pastoral factors that might be contributing to the poor behaviour (e.g. poor mental health, family difficulties or a specific learning difficulty) and support given to improve the pastoral situation.

Staff will also be mindful of the fact that disruptive behaviour may, in some cases, be a sign of bullying, abuse, neglect or some other serious underlying cause. Where this is suspected, the school's Safeguarding Policy will be followed and everything possible done to reduce risk to the child.

10 Recording of discipline incidents

- All formal sanctions will be recorded on PIMS.
- A central record of serious disciplinary incidents is held by the Senior Deputy Head.
- An annual discipline report is provided to Trustees.

11 Monitoring of behaviour and sanctions

Aims:

- To ensure appropriateness, fairness and consistency in the approach to behaviour management.
- To analyse patterns and trends to help inform decision-making regarding proactive and preventative behaviour management.

Carried out by:

- Annual Pastoral Survey (anti-bullying survey)
- Additional Pastoral surveys
- Annual behaviour and discipline review
- Review of PIMS data
- Line management meetings between housemasters/housemistresses and members of the Senior Pastoral Team
- The Praepostors (Prefects) meet weekly with the Senior Deputy Head and Headmaster. Patterns of behaviour and the School's response are discussed along with ways in which good behaviour can be promoted.
- Housemaster/housemistress meetings (particularly to ensure consistency across all boarding houses)
- Communication opportunities and regular meetings with members of the teaching and pupil community.

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APPENDIX 1: Ways in which the school recognises, acknowledges and promotes good behaviour

Ways in which the school recognises, acknowledges and promotes good behaviour are:

a) Academic

Recognition and achievement

Awarding of:

- Commendations, which allow teachers to reward pupils for positive behaviours and those behaviours linked to academic endeavour.
- Gold Pens, which are awarded to the pupils who have produced an exceptional piece of work
- The House Academic Shield which is awarded to the House with the best approach to learning (based on reviews), averaged over the number of pupils each term
- Speech Day Prizes

Announcements/awards presented in the weekly Headmaster's Assembly

Education, promotion and development of good behaviour

- Teachers set high expectations and challenge inappropriate behaviour
- Praise and encouragement
- Staff take an interest in individual progress and achievement

b) Pastoral / Boarding Houses

Recognition and achievement

- Use of Commendations to reward positive behaviours.
- Individual House Awards systems.
- Housemasters/housemistresses contact with parents to communicate 'good news' (both formally and informally). In addition to this, the Headmaster recognises particular achievements of pupils in start or end of term letters to parents.
- House newsletter and/or house websites.
- House Twitter Account

Education, promotion and development of good behaviour

- Pastoral care systems
The housemaster/housemistress, tutor and matron act as a continuous presence and support in a pupil's life at the school. In doing so they help to educate, guide and encourage the pupil to adopt positive behaviours, which are aligned with the School's ethos and attitudes and values.
- House Callovers/meetings
Where housemasters/housemistresses/tutors, will talk to their Houses/year groups regularly about pastoral matters – alcohol, general expectations of behaviour at a social evening, discussion of bullying, etc.
- House Council (where behavioural matters and discussed).
- Creation of House Charters / behaviour contracts.
- House booklets (which indicate House rules/guidelines and ways in which achievements are recognised and celebrated).
- Senior pupils (particular House Captains and House Pollies) play a key role in supporting all pupils within the Boarding House (and modelling high standards of behaviour).
- Wellbeing Advocates support the pastoral welfare of all pupils in the boarding house.

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- Lower Fifth pupils acting as Mentors to Fourth Form pupils – modelling positive behaviour, supporting other pupils (acting as a listening ear and providing support and guidance) demonstrating effective study habits, etc.

c) General

Recognition and achievement

Awarding of:

- Leadership positions: School Pollies, House Captains, 25 Club, etc.
- Speech Day Prizes.
- School Colours (for specific achievements within the co-curricular)
- Prizes, trophies, shields and ties (in recognition of achievements within co-curricular activities.
- Commendations for positive behaviours in any area of the school.

Good behaviour is continually recognised at every opportunity, both informally and in a variety of contexts – be it the classroom, on the games field, within music or more formally through Commendation Assemblies.

Education, promotion and development of good behaviour

- Wellbeing programme
- School Rules document (see Appendix 3)
- Training and reminders issued to staff
 - As part of the induction programme
 - Ongoing staff training and professional development
 - Weekly Common Room meetings
 - Housemaster/housemistress meetings
- Education, instructions and reminders to pupils, through:
 - New pupil's induction programme
 - Chapel Talks, where as a whole community, the school seeks to develop pupils who are:
 - self-aware*
 - outward facing*
 - understand the impact of their behaviour on others*
 - are aware and accepting of differences.*
 - Sanctions resulting from a disciplinary incident will be explained so a pupil can understand why their behaviour was inappropriate, the impact it has had upon the community and what changes can be made so that the behaviour is not repeated.
- Pupil leadership, through the work and modelling of good behaviour through School Pollies, House Captains, etc.
- Through the co-curricular programme – especially where teamwork is required and those activities where pupils are encouraged to demonstrate leadership and take responsibility for themselves (team sports, DofE, CCF, UPP & Out, etc.).
- Acknowledgement of achievements published on:
 - The School Magazine (1584) and other School publications
 - The School Website
 - School social media accounts
- Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

This is an indicative list of how good behaviour is promoted and changes may be made.

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APPENDIX 2: Sanctions

Detention

There is a detention system which is used for repeated or significant incidences of behaviour which fall below the expectations outlined in the Pupil Behaviours Grid. Detentions operate on Sunday mornings between 9.00 – 9.45am and are supervised by a member of the ELT.

Pupils may also 'serve' this detention as a House or Department intervention at the discretion of the HsM and/or HoD.

Definitions of behaviour sanctions

The definitions in this appendix are encapsulated in full in the School's Terms and Conditions.

Gating: means that the Pupil is confined to the School premises for a limited period of time (including a weekend).

Internal rustication: means that the Pupil may attend formal lessons but not any other School event, whether sporting, musical, outside trips etc. The School may use internal rustication for a limited period of time.

Rustication: means the release of the Pupil to his / her home or to an education guardian for a specified period of time but without further disciplinary consequences.

Suspension: means that the Pupil is released home for a limited period pending the outcome of an investigation or a Trustees' Review. Suspension is not in itself a disciplinary sanction.

Withdrawal: The Parents may be required to remove the Pupil permanently from the School, or from boarding, if, after consultation with the Parents and if appropriate the Pupil, the Head is of the opinion that by reason of the Pupil's conduct, behaviour or progress, the Pupil is unwilling to benefit sufficiently from the educational opportunities and/or the community life offered by the School; or if the Pupil is unable to take advantage of the educational opportunities and/or the community life offered by the School; or if the Pupil is deemed to have a negative influence on other pupils; or, if the Parents or the Pupil have treated the School or members of its community or staff unreasonably or take an unreasonable level of staff time in attending to them; in these circumstances, and at the sole discretion of the Head, withdrawal of the Pupil by the Parents may be permitted as an alternative to removal being required.

Expulsion: means that the Pupil is required to leave the School permanently. The Pupil may be formally expelled from the School if it is proved on the balance of probabilities that the Pupil has committed a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches.

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APPENDIX 3: School Rules

The breach of any of these rules is regarded as a serious offence.

1. Bullying in any form will not be tolerated at Uppingham. Such behaviour causes fear and distress for the victim and may distract them from enjoying their work and play. It often affects other children who witness the behaviour and it can damage the atmosphere in a classroom or a boarding house. It is contrary to all our aims and values.

Uppingham's definition of bullying is:

Any persistent behaviour by an individual or group, verbal or non-verbal, electronic, physical or psychological, which deliberately intends to make another person feel hurt, uncomfortable, humiliated or unhappy as a result.

Persistent bullies may be required to leave the School.

2. Pupils must never use any form of discriminatory language, for example, comments based upon someone's race, gender, sexuality, disability or religious faith and/or identity.
3. Anyone found possessing or using drugs or drug related paraphernalia (including 'new psychoactive substances') other than for authorised medical purposes, or harmful substances (including the misuse of solvents), may be required to leave the School.
4. Pupils may not drink nor indeed be in possession of ANY alcohol. They may have alcoholic drinks (but never spirits) only at the invitation of members of staff, parents or other persons authorised by the Headmaster or Housemaster/Housemistress.
5. Pupils may not smoke/vape or possess smoking/vaping materials or any smoking/vaping paraphernalia including snus.
6. No pupil may be out of his or her boarding house between 10.00pm and 7am except with the Housemaster's/Housemistress' permission.
7. Guidance on relationships between pupils and public behaviour is covered in the Relationships and Sex Education Policy. When the School is acting in loco parentis, any pupil engaged in sexual activity may be required to leave the School.
8. Pupils may not travel in vehicles driven by a person under 25 unless that person is a relative or member of staff. Pupils may travel in vehicles, other than those of their parents or relatives or of School staff, ONLY with the express permission of their Housemaster/Housemistress who will normally need the written permission of the pupil's parents in advance. Common sense and national legal requirements also apply.
9. Any item which could be considered a weapon (such as a gun, knife, catapult etc including imitation weapons) must not be brought into School. Pupils must not bring any fireworks into School.
10. Pupils must never take another pupils belongings without their permission – this includes 'borrowing'.

Further School Rules

1. Absence

Planned absence from a School period or a formal School engagement must be first sanctioned by the Housemaster/Housemistress. The pupil concerned must then ask the members of staff who are affected by this absence for their consent to miss their lessons.

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Absence from Uppingham overnight requires permission from the Housemaster/Housemistress. No pupil may leave Uppingham or visit a private house except with express prior permission from his/her Housemaster/Housemistress.

2. Appointments

The Headmaster's approval is required for the appointment of all School officials or society officers.

3. Bicycles

Any Sixth Form pupil is allowed to bring a bicycle back to School, in the Summer Term and until the end of the Winter Term, under the following conditions: they are responsible for keeping them in good working order and must have them checked and tagged by the teacher i/c bicycles before they are ridden. Bicycle helmets must always be worn and the Highway Code must be observed at all times e.g. one way systems must be adhered to and no one should ride bicycles on pavements.

School Praepostors, House Captains and Members of the XXV Club are allowed to ride bicycles in and around the town, but must remember that they cannot ride in the School Quadrangles (so must wheel their bicycle through all School areas), must not leave their bicycle so that it obstructs doorways, access routes etc and are responsible for making sure their bicycle is locked.

Bicycles may not be ridden until after lunch. Other members of the School may not ride bicycles in the centre of town (a circle roughly bounded by the USSC, Farleigh, the Upper and Brooklands). Bicycles may be used for journeys out of Uppingham subject to specific permission from the Housemaster/Housemistress on each occasion, and also as part of the official games programme. Bicycles may not be ridden after dark.

4. Dress & Appearance

a. Uniform

All pupils should wear School uniform for all academic lessons, House Lunch and Chapel.

Lower School pupils should change for PE at the start of the PE lesson. Pupils change for Games in the break/lunch-time period immediately preceding the Games period. In both instances, pupils should return to School Uniform immediately following PE/Games before the next academic lesson begins.

All pupils should wear School uniform or Games kit (or other official school dress e.g. CCF uniform) until 6.00pm Monday to Friday. Some events (talks, meetings, etc) may require uniform to be worn.

On Saturday, pupils can wear home clothes following Games. Games kit can only be worn for morning lessons if an 'early departure' requires it, and permission has been given.

On Sunday, uniform is worn to Chapel and to any other School function or commitment unless otherwise directed. Home clothes are permitted at other times of the day.

Pupils must wear either School uniform or Games kit, not a mixture of the two.

b. Hair

Pupils should not have any form of hair cut or style which draws unnecessary attention to themselves. All pupils should have tidy, neatly brushed hair and must not dye their hair conspicuously.

Hair clippers are not allowed in School.

c. Jewellery

Lower School: one plain single strand necklace, one plain single strand bracelet, one simple ring.

One pair of simple stud earrings in earlobes may be worn with Lower School dress code option two.

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Sixth Form: one plain single strand necklace, one plain single strand bracelet, one simple ring. Smart professional earrings (no large hoops) – a maximum of two pairs – may be worn with Sixth Form dress code option two

d. Make-up

Lower School: Minimal and inconspicuous make-up. No nail varnish. No acrylic nails.

Sixth Form: Make up suitable for a professional environment. Smart, well-kept nail varnish in subtle colours is permitted. No acrylic nails.

e. Tattoos

Tattoos are forbidden.

5. Eating

Pupils may not eat or drink in the street nor in the School Quadrangles. Chewing gum is not allowed.

6. Email Etiquette

All pupils are expected to check their School email account at least once a day and to reply courteously to emails. See summary of ICT Acceptable Use Policy later in this document.

7. Gambling

Gambling is not allowed.

8. ICT

Pupils agree to a contract governing their use of the School Network. Any infractions of this rule are treated seriously. See summary of ICT Acceptable Use Policy later in this document.

9. Local Rules

Special rules applying to the use of certain areas of the School are published in the buildings concerned and must be observed at all times.

10. Mobile Phones/Headphones/Earphones etc

Mobile phones, headphones and earphones etc must not be used whilst in the street when in school uniform or games kit. See also summary of ICT Acceptable Use Policy later in this document and the mobile phone policy.

11. Parents, Alcohol, Parties - A Note of Guidance

a. During the working week (Monday – Friday) only the pupil and siblings can attend a birthday meal.

b. Weekends: Parents are welcome to invite a limited number of guests (advice would be no more than eight) to a birthday meal held at the weekend. Any requests to hold a birthday meal should be made to HsMs by parents at least a week in advance. Attendees must ensure School commitments have been met. Existing School rules on alcohol must be followed. Parents are expected to be present at the meal.

12. Public Displays of Affection

a. Pupils should be aware that their behaviour towards each other is noticed by staff, other pupils and members of the public.

b. In public, pupils are expected to act towards each other with sense and a certain amount of ease but
c. not to hold hands, embrace in a fashion which may embarrass others or kiss. This is a workplace and this is not suitable in this environment. It is also a place where we do not expect there to be a close physical relationship between pupils and do not want other pupils to be made to feel uncomfortable or feel that they must be part of such a relationship.

d. These are guidelines. A pupil's Housemaster or Housemistress can, if required, further clarify them.

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13. Punctuality

Pupils are expected to be punctual to all School activities be they Chapel, lessons, or co-curricular activities.

14. Safety

- a. Pupils should remember to cross roads carefully and should always walk on the pavement.
- b. Pupils should not be out of their Houses, alone, after tea, when it is dark.

15. Shops (access to town)

- a. Pupils can visit town at the following times:

Weekdays

All pupils	4.30pm – 6.00pm
Sixth Form only	Anytime up to 6.00pm (when no school commitments)

Saturdays

All pupils	After Games until 6.00pm
Sixth Form only	Anytime up to 6.00pm (when no school commitments)

Sundays

All pupils	11.00am – 6.00pm
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- d. A list of places in the Town which are out of bounds, or which may be visited only subject to certain restrictions, is published in Houses.

15. Sixth Form Club

Members of the Upper Sixth may use the Sixth Form Club subject to the observance of the Club rules.

16. Study Periods

Study periods are for study and should be spent in the place of study appropriate to the year group unless the pupil has made other arrangements (music, science, library, etc) with a member of staff and with their Housemaster/Housemistress.

17. Supplements

Pupils are not expected to buy or consume sports nutritional supplements or diet pills unless under medical supervision.

18. Trading

Pupils must not buy or sell goods from each other whilst at School unless they have permission from their Housemaster/Housemistress.

19. Visiting houses

Visitors to boarding houses should acquaint themselves with the local conventions of the House they are visiting. This includes the guidelines on:

- Notifying the adult on duty that they are in the House
- Signing in and out procedures
- The areas of the house which may (and may not) be visited
- General conduct expected

General Visiting Times:

Weekdays

All pupils	4.30pm – 6.00pm
Sixth Form only	On 'out nights' 9.00pm – 10.00pm

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Saturdays

All pupils	4.30pm – 6.00pm
Sixth Form only	7.00pm – 10.00pm

Sundays

All pupils	2.00pm – 6.00pm
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