



S03 Behaviour, Discipline & Exclusions

Reviewed: Education and Policy Committee
Approved: Full Governing Body

Approved Date: November 2025
Next Review Date: November 2026

GUIDANCE AND FRAMEWORK

This policy has regard to the following:

- “Handbook for the inspection of association independent schools, including residential (boarding) schools and registered early years settings” (November 2024)
- DfE Guidance “Behaviour in Schools, Advice for headteachers and School staff” (February 2024)
- National Minimum Boarding Standards (September 2022), particularly Standard 15, Behaviour
- The Independent School Standards Guidance for independent schools (April 2019), particularly part 3
- SEND Code of Practice
- DfE guidance on Mental Health and Behaviour in Schools.
- DfE guidance on mobile phones in schools (2024)
- UK GDPR and Data Protection Act 2018

BACKGROUND

Informed by the teaching and ethos inherent as part of the Abbey foundation, our school behavioural expectations are all underpinned by our one School Rule which is deliberately positive rather than negative.: "Be Kind – to others, yourself and the environment."

As a school, we believe that all humans should be shown respect and treated with dignity. Consequently, every member of the community is responsible for creating a positive environment where everyone is able to flourish. This positive philosophy as well as a restorative approach lies at the heart of our behaviour policy. It is designed to show boys by encouragement how they can play their part in the community, how they can achieve high standards in their work, their music and all school activities, and how they can support others. Staff should be mindful that they are role models to the boys in their care at all times and act accordingly. Boys should also be mindful that they are representing the school and the Abbey, and their behaviour should reflect this.

It is the case, of course, that things go wrong from time to time and children make mistakes. They need to learn that their behaviour has consequences for themselves and for others, and rewards and sanctions may be helpful in reinforcing this lesson.

Clear and open communication with parents is vital for promoting good behaviour because if boys perceive a lack of communication between school and home, they are more likely to make the wrong choice in terms of their behaviour.

It is essential that staff act, and are seen to act, fairly and consistently. A system of House points exists to reward good work and good behaviour and conversely to support boys to understand when their behaviour does not meet expectations. Within this context, it is important that boys are treated as individuals and the application of rewards and sanctions needs to take that into account. For example, there may be underlying problems when a boy's behaviour does not meet the expected standard and these must be considered before consequences are applied.

POSITIVELY PROMOTING GOOD BEHAVIOUR

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly.

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school so that positive behaviour is instantly recognised and positively rewarded. There are many opportunities within the school day for promoting good behaviour and staff will make use of lesson time, morning prayers, form meetings, tutor groups and break time activities to model and champion it.

A more formal system of rewards (see below) is used to recognise and congratulate pupils when they set a good example or show improvement in their behaviour.

Praise and rewards may be for an individual pupil or for a whole form. It is important to pay attention to those who have previously been associated with making bad choices or who have been less likely to meet standards, so that it is not always the same pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is also important.

The Deputy Headteacher will monitor any emerging patterns, should they occur — revealed through the recording system — in relation to age, ethnicity, special educational needs, disability etc. and take appropriate action to avoid bias. This will be done through the analysis of data recorded on iSAMS and MyConcern, weekly pastoral meetings, SLT discussions and during the weekly staff meetings.

REWARDS & CONSEQUENCES

Boys are divided into three Houses: Blow, Purcell and Gibbons and they can work towards achieving credits for their House and for themselves.

Credits are divided into three categories:

- House Points
- Silver Certificates
- Gold Certificates

The intention is that House Points, Silver Certificates and Gold Certificates are awarded for good work or good behaviour *for the individual concerned*. The likelihood is that it will be a mark of effort, rather than automatically of attainment.

House Points – These are awarded to students to recognise positive behaviours being demonstrated and effort with their work. Pupils receive a token which they add to their house jar and the awarding teacher logs the house point in the school's management system.

House Points may be awarded for but not limited to:

- Displays of kindness towards others e.g. sharing an activity, including others in

- a game, holding doors open, returning a lost item;
- Contributions to class discussion;
- Good outcomes in work for the individual;
- Recognition of progress in a particular area.

Pupils should always be informed of what the house point is awarded for to support positive behaviour going forwards. Certificates are awarded in assembly when a boy reaches the key milestones of 25 House Points, 50 House Points, and then every 50 House Points after that.

SILVER & GOLD CERTIFICATES

A **Silver Certificate** counts as three House points and a **Gold Certificate** counts as five House points.

A Silver Certificate recognises effort and behaviour above and beyond the expected standard for example:

- completing additional research for a lesson topic;
- giving up time to support others;
- sustained progress with a personal target;
- excellent work.

A Gold Certificate is awarded for outstanding achievement in an area of school life.

Silver and Gold Certificates are recorded in the school's management system and boys are presented with a certificate in assembly. Their achievements are also published in the school's newsletter.

WORK ON THE HEADTEACHER'S WALL

When a member of staff feels that a pupil has completed a piece of work which represents a particular achievement for them as an individual, they may choose to mark it in their book with a magnetic marker. This indicates to the pupil that they are invited to take their work to show the Headteacher. The Headteacher will invite the pupil to choose a frame and their work will be exhibited on the wall in the Headteacher's office for a period of time. A photograph will be taken of the pupil with their work by the wall and this will be sent to parents and included in the newsletter.

CAUGHT BEING KIND

All members of the school community are encouraged to nominate others when they have witnessed a kind act, to celebrate our school rule of " Be Kind – to others, yourself and the environment." Nominations will be placed into the nomination box and winners will be drawn weekly during the Friday celebration assembly. People whose nominations are drawn from the 'Caught Being Kind' net are asked to choose a reward from a list of available treats including the opportunity to wear your sports hoodie or your slippers to school for the day or to opt for a second pudding amongst others.

SURPLICES AND SENIOR TIES

Boys who successfully complete their probationary period by consistently demonstrating expected progress, attitude and behaviours are awarded their surplice in Form II. The full criteria for behaviour expected for a boy to complete their probationary period is outlined in the Parent Handbook.

As boys move into Form IV and V, they can become a Senior Chorister and earn their Senior Tie by consistently demonstrating expected progress, attitudes and behaviours. To achieve their Senior Tie, boys should be acting as role models and setting the standard for younger pupils to aspire to. A Senior Tie is a privilege and not a right and can be removed (either temporarily or permanently) from boys who do not consistently demonstrate the expected standard. The full criteria for behaviour expected for a boy to become a Senior Chorister and earn their Senior Tie is outlined in the Parent Handbook.

Positive Praise Posters displaying the incentives above are available around school to ensure a fair and consistent approach is maintained to the awarding of behaviour marks.

RESTORATIVE JUSTICE

The principles of restorative justice allow for pupils to learn from their behaviour and make positive steps forward. To enable this process to happen, following situations where a pupil's behaviour has not met the expected standard, restorative conversations should take place with those involved when everyone is able to do so. They should allow the pupil to reflect on their actions and what caused them and the impact on any others involved. A restorative conversation should enable any recipients of the behaviour to ask reasonable questions of the perpetrator of the behaviour and to receive an apology if necessary.

Questions to support restorative conversations:

- What happened?
- What were you thinking/feeling at the time?
- What have you thought about/felt since?
- Who has been affected by your choices and how?
- What do you think you could do to make things right?

BEHAVIOUR MARKS

Behaviour marks are given as a way of recording behaviour which does not meet the expected standard during school hours. For these purposes school hours are defined from the end of breakfast to the start of supper Monday to Friday.

It should be remembered that a behaviour mark is the recording of the incident for monitoring and support purposes and that behaviour must be discussed with the pupil and followed up with an appropriate consequence as necessary. Staff should

seek additional advice from the Deputy Headteacher if unsure on a consequence or if following the receipt of a behaviour mark the pupil needs additional support in a lesson or situation.

Following a verbal warning (two in Form I and up to Michaelmas Half Term in Form II) for behaviour below the expected standard, a pupil may be given a behaviour mark. A warning and subsequent behaviour mark with associated consequence may be given for low level poor behaviour such as but not limited to:

- Not following instructions
- Talking/calling out/silliness in lessons
- Failure to start/complete work
- Overly physical playful behaviour towards others.

A behaviour mark and associated consequence may be given without a prior warning for medium or high level behaviour below the expected standard such as but not limited to:

- lack of respect to adults
- lack of respect to peers
- lack of respect to environment and belongings (own and others)
- inappropriate behaviour or language
- potentially dangerous behaviour.

A behaviour mark and associated low level consequence without a prior warning may also be given for failing to follow the expected school procedures listed below and detailed within Appendix B:

- Moving around between School, Song School and The Abbey,
- Lining up for meals,
- Right place, right time,
- Moving around school appropriately,
- Appropriate use of computer room,
- Sensible and respectful use of own voice.

To support all pupils, in group situations it is advantageous to provide a general reminder of expectations.

If a behaviour mark is awarded staff should record this in into the school's management system detailing what they have been given for to allow accurate records for the monitoring of patterns as detailed above and appropriate support to be offered. When awarding a behaviour mark, staff should ensure a simple restorative conversation takes place with the student to identify next steps and any appropriate consequences. Appropriate consequences should link to the behaviour that the pupil has displayed to allow them to move forward positively. For example:

- Unkindness towards others – expectation to take own time to apologise
- Not completing work to an appropriate standard – being asked to complete it in own time.
- Disruption in lesson – loss of some of their free time (not a whole break.)

If two behaviour marks for low level behaviour are given in 1 week for a pupil, they will meet with their form tutor to discuss and their form tutor will make parents aware.

If 3 behaviour marks are recorded in a week or 5 behaviour marks are recorded in a half term pupils will attend a reflection session with the deputy head on Wednesday afternoon where they will complete a reflection activity and set behaviour targets. Should a pupil not complete the reflection activity to a satisfactory standard, they will be required to attend an additional session to complete it. At this stage parents will be informed in writing and a focus card may be offered as additional support for the student. If additional behaviour marks are recorded in a half-term, the student will attend a reflection with the headteacher.

For intentionally hurting another pupil or teacher or intentionally damaging the property of the school or other pupil a student will attend a reflection session on Wednesday afternoon. The behaviour will be recorded as above by the member of staff involved. A written and verbal apology will be expected. A focus card may be offered, and parents will be involved in discussions to support the student. If a further incidence of these behaviours is recorded a meeting with parents will be held with a member of SLT to put a behaviour plan in place. A further incident will result in a meeting with the headteacher and a fixed term exclusion. When referring to a further incident this is in an approximate ongoing year as opposed to an academic year.

At the discretion of the headteacher, or their appointed deputy in their absence, an incident may be escalated if its nature is deemed serious i.e. has resulted in significant harm, and it is in the best interest of the pupil and or other pupils.

Low Level Behaviour	1 st Time	2 nd Time (Form I and II only)	2 nd /3 rd Time
Not following expectations around school or in class	Verbal warning given explaining what the pupil is doing and what they should be doing instead.	Reiteration of the behaviour expected and clear explanation that if behaviour continues there will be a consequence.	Explanation that as behaviour has continued there will be a consequence. Staff should record the name of the pupil in the OneNote so staff know who needs to attend. This is recorded as a behaviour mark by the member of staff who gives it.
For not adhering to expected school routines a low-level consequence can be issued without prior warning.	For Form III – V clear expectation that a consequence will follow if behaviour continues.	Form II have a 2 nd warning until Autumn Half Term to aid transition.	1 st Consequence
		2nd Consequence	3 rd Consequence

5 (Form I and II) 10 (Form III – V) minutes of next break time lost. Report to Music Room.	Following two, 1 st Consequences in a week. Form Teacher conversation with pupil. Form Teacher to email parent and make them aware.	20 minute Reflection session with Deputy Head during Wednesday Afternoon to set behaviour target for following week. (Happens if 3 consequences in a week or 5 in a half term)
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Medium/High Level Behaviour	1st Step	2nd Step	3rd Step
	Thorough investigation by staff dealing with incident. Accounts written up and recorded in iSAMS	Investigation discussed with Deputy Head and appropriate consequence decided. Consequence could be: Wednesday afternoon reflection session; Removal of privilege; Community Service	Action taken Parents informed by Deputy Head
Any physical behaviour	1 st Time	2 nd Time	3 rd Time

Time away from the incident before discussion to allow self-regulation. Conversation with pupil to explain behaviour. Restorative conversation with other pupil. Wednesday afternoon 30 minute reflection. Both sets of parents informed.	As first time with the addition of parental meeting with SLT to discuss a behaviour plan.	As first time. Parental meeting with Headteacher to discuss next steps. Fixed term exclusion.
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It is recognised that, in a full boarding environment like WACS, frustrations may occur between boys due to the close proximity of living arrangements and the amount of time that the boys spend together. Patterns of unkindness between boys will be monitored. Should there be repeated incidents of unkindness towards one pupil by another or group this will be followed up in line with the School's Anti-Bullying Policy. For the avoidance of doubt, 'repeated' is recognised as 3 unkind behaviours in a half term or 5 in a term towards the other pupil. Behaviours performed in retaliation are still considered unkind behaviours and will be monitored in the same way. Staff should ensure that when recording incidents, it is clear if a behaviour was performed in retaliation. The school's Anti-Bullying policy outlines the strategies that we will use to prevent bullying of any nature.

Consequence flow charts displaying the steps above are available around school to ensure a fair and consistent approach is maintained to the awarding of consequences and recording of behaviour marks.

BOARDING RECORDS

Boarding records are used to record any incident that occurs during boarding time. For these purposes boarding hours are defined from the start of supper to the end of breakfast Monday to Friday and all day Saturday and Sunday.

Boarding records allow for the monitoring of behaviour during boarding hours to offer support as needed to pupils.

Incidents of behaviour which does not meet the expected standard during boarding time are followed up with appropriate homestyle consequences linked to the behaviour.

These may be but are not limited to:

- Removal from an activity or area;
- Time Out in an appropriate location such as on a pupil's bed;
- Loss of privilege e.g. computer time.

PRACTICE MARKS

Practice marks can be recorded if a pupil is late to their music practice session without good reason or permission or practice is not completed in a focussed way. If a pupil receives 3 practice marks in a half term, they will attend an additional practice with the Head of Music.

KIT MARKS

Kit marks are recorded if pupils lack the correct equipment or kit or are wearing inappropriate kit. These are monitored by the Deputy Head and Matrons to make contact with parents as necessary to obtain new kit or additional organisation support is provided to the pupil.

Kit marks are also recorded for pupils leaving their instrument or music in the incorrect place. These are monitored by the Head of Music. Pupils who persistently leave instruments or music in the wrong place will receive a behaviour mark.

RESTRAINT

Corporal punishment is illegal and must not be used; in certain prescribed circumstances teachers may use such force as is reasonable to prevent a pupil from:

- committing a criminal offence
- injuring himself or others
- damaging property, including his own
- behaving in a way which is prejudicial to the good discipline or order of the school whether in the classroom or elsewhere where the teacher has lawful care of a pupil.

Staff should exercise great caution in the use of force and always try to use other means to resolve the situation. This is particularly important where the enforcement of good order is the motive and there is no risk to person or property. The degree of force used must be in proportion to the incident and the minimum to achieve the desired results. (See also the full RESTRAINT policy S41)

SEARCHING

School staff may search a pupil for any item if the pupil agrees¹.

The Headteacher and staff authorized by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

¹ The ability to give consent may be influenced by the child's age or other factors

- Food and drink other than that produced by the school kitchen and consumed in the dining room (or water from the water coolers) or as provided as tuck by a member of staff
- Sweets
- Aerosols
- Money
- Films rated above the appropriate age range
- Items which are illegal i.e. pirated material
- Weapons (knives, firearms, knuckle dusters etc.)
- Alcohol, tobacco and illegal drugs
- Pornographic images
- Stolen items
- any article that the staff member reasonably expects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupils) e.g., a drinks bottle filled with acid.

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. A list of such items is made available to all boys if any are identified at a particular time. These are outlined in S56: Items Forbidden in School Policy.

CONFISCATION

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

RECORDING

House Points, Behaviour Marks, Boarding Records and associated consequences will be recorded in the school's management system. In the unlikely event of restraint having been used it must be logged onto Confide under the concern type "Positive Handling & Restraint".

SUSPENSION and EXCLUSION

A boy may be suspended by the Headteacher in consultation with the Master of the Choristers for a fixed period of time, usually not more than one week, in order to sustain the good discipline of the school and/or the safety and well-being of pupils or staff. This action may be taken, for example, where a boy deliberately and persistently breaks school rules and other measures such as a focus card have been used or in the case of other serious offences such as repeated bullying, theft or intentional damage. On his return to school a pastoral intervention programme will normally be put in place to help him re-integrate into the school successfully.

In more serious cases a boy may be permanently excluded from the school with the agreement of the Chairman of Governors. For example, any boy who is found to be in possession of or using any controlled drug or illegal substance or who engages in peer-on-peer abuse must expect to be asked to leave the school immediately and permanently. However, persistent or serious misbehaviour, such as gross rudeness

to a member of staff, persistent bullying or wilful failure to cooperate with the aims of the school, may also attract this sanction.

Where suspension or exclusion are under consideration, the Headteacher or a senior member of staff will explain the reasons to the boy concerned and the boy will be given the opportunity to explain his point of view; he may have a member of staff or the Chaplain present to support him should he wish. The Headteacher will normally consult the parents of the boy concerned before deciding to suspend him or recommend his exclusion, unless the offence is so serious as to warrant his immediate removal for his own or others' safety.

When a boy is suspended or excluded, his parents or guardians will be expected to make arrangements for his removal from the school as soon as possible. Parents who wish to appeal against a permanent exclusion are entitled to be heard by a panel of the Governing Body.

APPEALS

If a parent or guardian wishes to appeal against a permanent exclusion, they must do so to the Chair of Governors in writing, within one week of the letter notifying the parents or guardians of the exclusion.

The Chair of Governors will establish an Appeal Panel to consider the appeal. It will include one person independent of the management, leadership and governance of the School. The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal.

The parents or guardian may bring a representative to the meeting. All letters and documents relied on by the Headteacher shall be made available to the parents or guardian prior to the hearing. The parents or guardian or their representative may ask questions of the Headteacher or may raise any relevant matter for the consideration of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parents or guardian or their representative, or in the absence of the Headteacher. At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make.

The Panel may recommend:

- The permanent exclusion is confirmed
- The permanent exclusion is rescinded
- The permanent exclusion be rescinded and replaced with an alternative serious sanction or other consequence.

The recommendation shall be communicated to the parents or guardian and the Headteacher. Every pupil has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Headteacher will write again to the parents with the reasons for this decision.

Safeguarding Integration

This Behaviour Policy should be read in conjunction with the School's Safeguarding Policy (S11). All behaviour concerns are considered within a safeguarding context, and staff are trained to identify when behaviour may indicate a safeguarding issue.

SEND and Mental Health Considerations

Staff must consider the individual needs of pupils with SEND or mental health challenges when applying behaviour expectations and consequences. Adjustments should be made in line with the SEND Code of Practice and DfE guidance on Mental Health and Behaviour in Schools.

Mobile Phones and Online Conduct

As a mobile phone free school, the School follows DfE guidance on mobile phones in schools (2024). Pupils must adhere to expectations around mobile device use, and any misuse will be addressed in line with this policy and the Online Safety Policy (S69).

Data Protection and Record-Keeping

Behaviour records are maintained in accordance with the UK GDPR and Data Protection Act 2018. Sensitive data is securely stored and only accessible to authorised staff.

Related policies:

- S11 Safeguarding Policy
- S22 Anti-bullying
- S27 Drugs & Substance Abuse
- S41 Positive Handling & Restraint
- S51 Searches and Confiscation
- S54 Parent and Carer Handbook
- S56 Items Forbidden in School
- S60 Pastoral Intervention Programme

Appendix A: Rewards, Recognition and Consequence Posters



Westminster Abbey Choir School

Rewards and Recognition

House Points

Awarded for :

- Doing the right thing,
- Great work,
- Kindness,
- Manners
- And much more!

Milestone Certificates every 50 points with the chance to pick a reward.

Highest house each week sits at Form V table for House Monday.

Framed Work

If you do a fantastic piece of work, it can go on display in one of Dr Margrett's frames.

Your teacher will put a page marker on your worker.

Take it to show Dr Margrett on Monday Afternoon Break or Friday Morning Break.

You'll pick your frame and up it goes.

There are often house points involved too!

Caught Being Kind

Everyone in school can recognise anyone in school they catch being kind. Write your postcard and put it in the box outside the office. Each week at least one person will be selected at random to receive a reward.

Silver Certificates – worth 3 House Points

Awarded for going above and beyond the expected standard.

For example:

- Completing additional research,
- Giving up time to support others,
- Continued progress with personal targets,
- Excellent work.

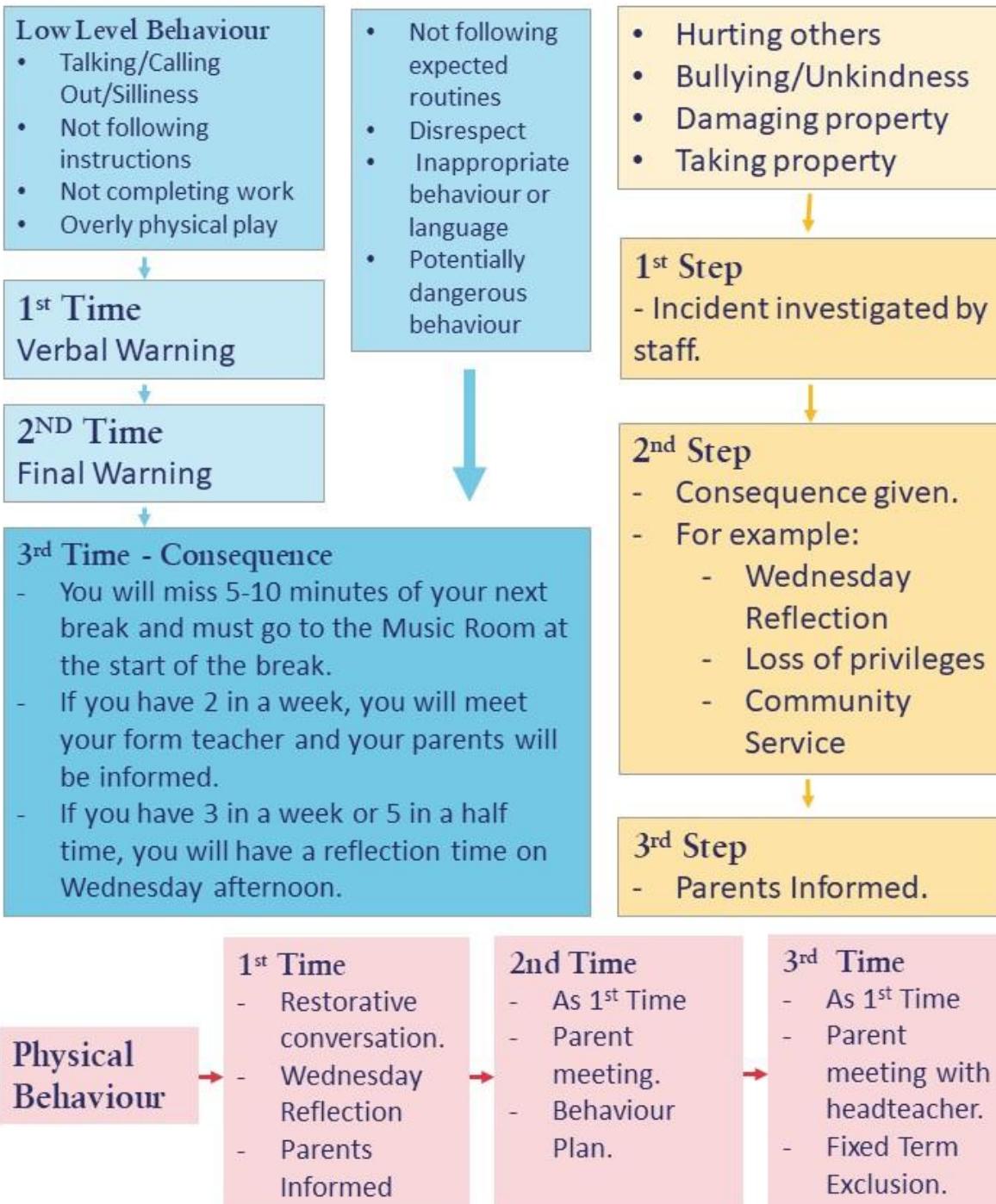
Gold Certificates – worth 5 House Points

Awarded for outstanding achievement in an area of school life.



Westminster Abbey Choir School

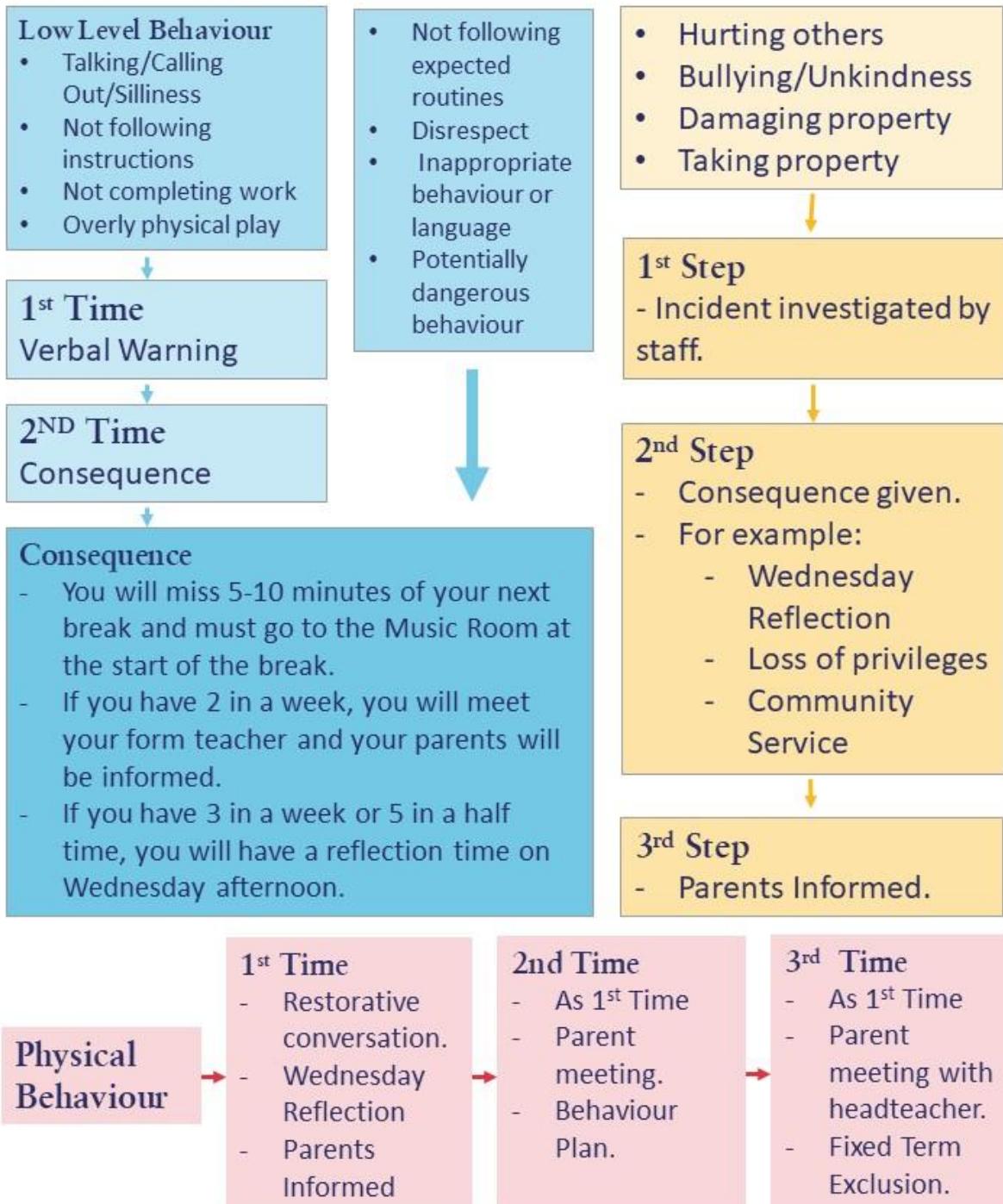
Consequences (Form I)





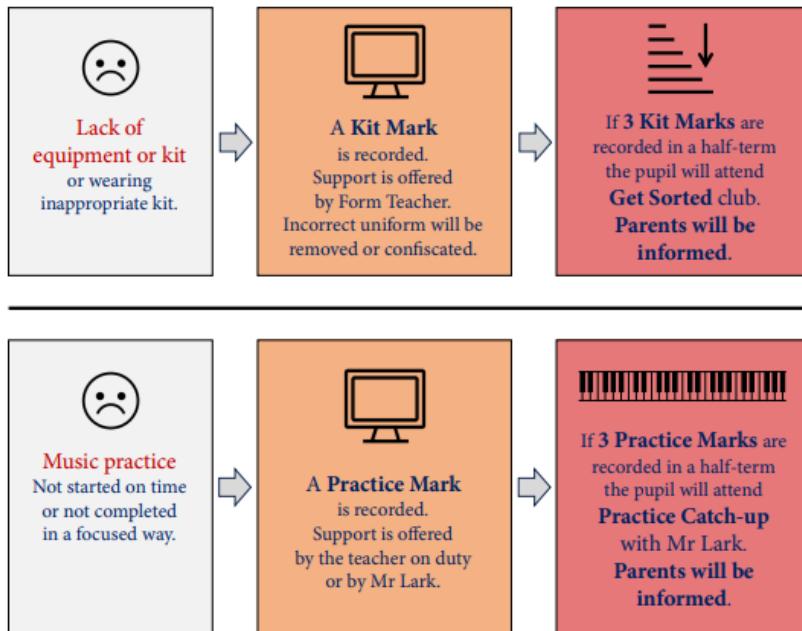
Westminster Abbey Choir School

Consequences (Form II – V)





Westminster Abbey Choir School Kit and practice: consequences steps



Appendix B: Expected School Procedures

- Moving around between School, Song School and The Abbey,
 - o The agreed procedure for movement between School, Song School and The Abbey for any purposes is as follows:
 - Lining up outside school is done in silence to allow for an accurate register to be kept. Pupils line up in pairs.
 - Pupils walk between School and Song School in a line, walking next to their partner.
 - Whilst walking between School and Song School, pupils may talk quietly to the person next to them. 'Quietly' is defined as not loud enough for the adults with the line to hear the conversation.
 - On entering under the arch into the cloister area, pupils are silent. Silence is maintained at all times when lining up in or walking through the cloisters. This is done to show respect for the space and other users of the space.
- Lining up for meals,
 - o The agreed procedure for lining up for meals is as follows:
 - Breakfast
 - Senior Pupils may enter the dining room as soon as they arrive and help themselves to breakfast once they have been invited by the member of catering staff on duty.
 - Junior pupils line up quietly outside the dining room, waiting for the staff on duty to arrive and invite them in.
 - Lunch
 - Pupils line up in silence outside the dining room.
 - Junior pupils line up on the left-hand side of the door.
 - Senior pupils line up on the right-hand side.
 - The teacher on duty instructs a Form V pupil to sound the chimes.
 - At the end of the chimes, pupils are invited into the dining room. Senior pupils enter first.
 - Pupils stand at their space and wait silently for the prayer to be said before sitting.
 - A Form V pupil will say the prayer unless a visiting member of clergy is present, in which case, they will say the prayer.
 - Supper
 - Pupils line up quietly outside the dining room and wait to be invited in by a member of staff; juniors on the left and seniors on the right.
- Right place, right time,
 - o To ensure the safety and privacy of pupils, all pupils should be aware of the following:
 - Pupils entering the kitchen, laundry room, basement and staff toilets is strictly prohibited.
 - Pupils should only enter the linen room, surgery and sick bay when invited to by a member of staff.

- Senior pupils are not permitted in the junior dorm unless with the express permission of staff for a legitimate purpose.
 - Junior pupils are not permitted in the senior dorm unless with the express permission of staff for a legitimate purpose.
 - The train room can only be used with a staff member present.
 - Pupils must not leave the front door of the school without a member of staff present, unless in an emergency situation when they may operate the emergency exit handle. This immediately sounds an alarm for the Beadles to come to see what is happening
- Moving around school appropriately,
 - To ensure pupil safety and to maintain a calm school environment when moving around school, pupils must:
 - Have appropriate footwear on (school shoes, slippers or inside trainers),
 - Walk when moving around; jumping, running or sliding on the stairs is not allowed.
 - Show respect to each other and towards any lessons taking place. This means no pushing/shoving or loud voices.
- Sensible and respectful use of own voice.
 - As a choir school it is especially important that pupils look after their voices and prevent undue stress on their vocal cords, whilst also acknowledging that they are children and will sometimes raise their voice appropriately in play.
 - Pupils are reminded that the following are not acceptable uses of their voice:
 - Screeching,
 - Shouting unnecessarily.
 - Staff must be aware that children will use louder voices at times of play and this should not receive a consequence unless excessive, unkind or causing a disturbance.
- Appropriate use of computer room,
 - A poster displayed in the computer room explains the agreed use of the computer and all pupils sign an acceptable user policy (**see: S18: Pupil acceptable use policy for the internet and email**)
- Behaviour in the bathroom,
 - Posters are displayed in the bathrooms explaining the rules for when in the bathroom. See Appendix C

Appendix C: Bathroom Rules

Bathroom Rules

- Drop off your laundry before going into the bathroom.
- Slippers must be worn except in the shower/bath.
- Dressing gown/towel must be worn and done up except when in the shower/bath.
- Respect each others' privacy – no touching bath/shower curtains when someone is inside.
(Automatic behaviour/boarding mark)
- Only touch and use your own toiletries.
- Teeth brushing happens at and facing the sink.
- Towels live on hooks.
- Walking only and no sitting on bathroom surfaces (bath edges, sinks etc)
- Once you're done, get out!