



BEHAVIOUR POLICY

2026 -2027

Aims

This policy aims to:

- ensure that every pupil, from Reception to Year 13, can learn in a calm, safe, and supportive environment where high standards of behaviour are expected and consistently upheld;
- establish a coherent, whole-school approach to behaviour that reflects our shared values of being Ready, Respectful, and Responsible, while recognising that expectations will be communicated and applied in ways that are appropriate to each phase;
- promote a consistent and predictable approach to behaviour management across all areas of school life, so that pupils always know what is expected of them and what will happen if expectations are not met;
- maintain clear and firm boundaries around unacceptable behaviour, including bullying, harassment, and discrimination in any form;
- use restorative approaches to support pupils in reflecting on their behaviour, repairing relationships, and developing a genuine understanding of how their actions affect others;
- support pupils in developing the social skills, emotional literacy, and self-regulation they need to learn, work, and interact positively with others throughout their time at school and beyond;
- recognise and celebrate positive behaviour, effort, and contribution across all phases and in all areas of school life.

Scope of the Policy

This policy applies to all pupils from Reception to Year 13. It covers behaviour on the school premises during the school day and at any school-organised activity, including educational visits, residential trips, extracurricular activities, competitions, and performances.

The policy also applies off-site when pupils are representing the school, travelling to and from school, or when identifiable as members of the school community through uniform or association with a school event.

The school reserves the right to investigate and respond to behaviour that occurs outside school premises or beyond the school day where it affects the safety, well-being, or dignity of members of the school community, disrupts the orderly running of the school, or risks bringing the school into disrepute. This includes behaviour in online and digital environments such as social media and messaging platforms. Such judgements will always be made reasonably and proportionately, taking into account the circumstances and the age of the pupil involved.

Where an incident occurs entirely outside the school context and has no connection to school relationships, school events, or the well-being of members of the school

community, responsibility lies with parents, carers, and, where appropriate, the relevant authorities.

This policy applies to all pupils equally. The school will monitor its application to ensure that no group of pupils is treated less favourably.

Behaviour Expectations

Our values of Ready, Respectful, and Responsible guide the conduct of everyone in our school community, from Reception to Year 13. These expectations apply to all pupils, though how they are expressed will vary by age and stage. Behaviour expectations are shared with pupils at induction and revisited at the start of each academic year through tutor time and assemblies. Phase-specific guidance on how these expectations are applied in practice is set out in the Junior and Senior School Behaviour Steps.

Ready

- arrive on time and in the correct uniform
- come equipped and prepared to learn
- be focused and engaged in every lesson and activity

Respectful

- treat everyone - pupils, staff, and visitors - with kindness and courtesy
- listen when others are speaking and value different perspectives
- respect school property, shared spaces, and the environment around you

Responsible

- own your words and actions, and their impact on others
- act with honesty and integrity in everything you do
- look after yourself, each other and our community

Promoting Positive Behaviour

The school is committed to building a culture in which positive behaviour is the norm and every pupil, from Reception to Year 13, feels safe, respected, and ready to learn. This culture is built on clear expectations, strong routines, and positive relationships between staff and pupils across all phases.

Staff consistently and proactively promote the school's values of Ready, Respectful, and Responsible, helping pupils understand what positive behaviour looks like in lessons, in shared spaces, and in the wider school community. The school recognises that developing self-discipline, respect for others, and personal responsibility is a gradual process and one that looks different at different ages and

stages, and is committed to supporting every pupil in making positive choices throughout their time at school.

The school recognises that transitions such as joining the school, moving phase, or returning after absence can be times of heightened difficulty. Staff will be attentive to this, and additional support will be put in place where needed.

Where a pupil begins to struggle, whether with behaviour, wellbeing, or both, the school will seek to identify and address the underlying causes early, before difficulties escalate. This may include pastoral check-ins, involvement of the Head of House or Learning Support, a monitoring plan, or referral to external support.

Rewards and Recognition

Positive behaviour, effort, and contribution to school life are recognised and celebrated across all phases. Recognition should be consistent, meaningful, and accessible to all - acknowledging progress and effort as much as achievement, and reflecting the fact that what motivates a pupil in Junior School may differ from what resonates with a pupil in Senior School or Sixth Form.

Staff are expected to recognise pupils who regularly and genuinely demonstrate the school's values, not only in exceptional circumstances. Recognition may take a variety of forms, including:

- verbal praise and positive feedback in lessons and around school;
- written recognition, such as postcards, notes home, or positive emails;
- certificates recognising achievement, progress, or attitude to learning;
- recognition in phase, house, or whole-school assemblies;
- cups, trophies, and prizes are awarded for notable achievements, including at Speech Day.

What We Expect of Pupils

All pupils, from Reception to Year 13, are expected to take an active role in contributing to a positive, safe, and inclusive school community. Pupils are expected to:

- demonstrate the school's values in their behaviour and in their interactions with others, both inside and outside the classroom;
- treat fellow pupils, staff, and visitors with courtesy and respect at all times;
- follow the reasonable instructions of all staff promptly and without argument;
- take responsibility for their own actions and reflect honestly on how their behaviour affects others;
- engage with restorative conversations and processes when things go wrong, with a commitment to making things right;
- look out for the well-being of others and report concerns to a trusted adult;
- care for the school environment, buildings, and equipment;

- represent the school positively when on trips, at external events, or in the wider community.
- Ensure that their digital conduct is of the same high standard as their in-person conduct.

What We Ask of Parents and Carers

Parents and carers are vital partners in supporting positive behaviour. The school recognises that a strong, open relationship between home and school is essential. Parents and carers are asked to:

- familiarise themselves with the school's behaviour policy and the expectations it sets out;
- support and reinforce the school's values and behaviour expectations at home;
- encourage their child to take responsibility for their actions and to treat others with respect;
- ensure their child attends school punctually, properly equipped, and ready to learn;
- communicate promptly with the school when circumstances at home may be affecting their child's wellbeing or behaviour;
- respond promptly to contact from the school regarding behaviour concerns;
- attend meetings when invited to discuss their child's behaviour or wellbeing, and engage constructively with any support or intervention being offered;
- treat all school staff with courtesy and respect in all communications, whether in person, by phone, or in writing.

What We Expect of Staff

All staff - teaching, pastoral, and non-teaching - play an active role in creating and maintaining the behaviour culture described in this policy. In their day-to-day practice, staff are expected to:

- model the school's values of Ready, Respectful, and Responsible in their own conduct and professional relationships;
- build positive, consistent relationships with pupils and apply behaviour expectations fairly and without discrimination;
- recognise and celebrate positive behaviour regularly — not only in exceptional circumstances;
- address low-level disruption promptly and calmly, without allowing concerns to escalate through inaction;
- use restorative approaches to support pupils in reflecting on the impact of their behaviour and repairing relationships;
- follow the school's agreed escalation procedures and refer concerns appropriately — behaviour concerns must never be ignored;
- communicate with parents and carers about behaviour concerns in their class or tutor group, in line with school procedures;

- record behaviour incidents accurately and promptly in iSAMS.

Pupils with Special Educational Needs or Additional Vulnerabilities

The school is committed to treating all pupils equitably. Reasonable adjustments will be made for pupils with SEND, mental health needs or other vulnerabilities. Where behaviour may be linked to a pupil's additional needs, the relevant pastoral or learning support lead will be consulted before any significant sanction is applied.

Consequences

Consequences are intended to reinforce expectations, support pupils in reflecting on their behaviour, and protect the learning environment for all. They are applied proportionately and may escalate where behaviour continues or worsens.

Consequences may include:

- a verbal reminder of expectations;
- a verbal warning, making explicit what will happen if behaviour does not improve;
- supervised time during break, lunch, or after school — where pupils are required to stay after school, at least 24 hours' notice will be given and practical circumstances such as transport will be taken into account;
- removal from a lesson to a supervised space — pupils will complete missed work and take part in a brief reflection before returning;
- placement on report or a behaviour monitoring plan;
- restorative tasks within the school community;
- withdrawal from non-curriculum activities such as trips, fixtures, or events;
- internal suspension — temporary removal from lessons for part or all of the school day, with supervised work and a reflection meeting before return;
- external suspension, where behaviour represents a serious breach of expectations or poses a risk to others;
- permanent exclusion is reserved for the most serious cases.

Following any consequence, pupils are supported to reflect and given the opportunity to make a fresh start. In the Senior School, consequences are recorded on a red ticket (used for logging and parent communication in the Senior School), noting a brief record of what happened and the consequence given. These are shared with parents to keep them informed.

Serious Misbehaviour

Some behaviours are serious enough to result in immediate referral to senior leadership and may lead to suspension or exclusion, even for a first offence. These include — but are not limited to — violence, abuse, harassment, serious bullying, possession of weapons or illegal substances, theft, and any behaviour that threatens the safety or orderly running of the school.

Other behaviours become serious through persistence or repetition. Where a pupil continues to disrupt, defy reasonable expectations, or treat others unkindly after warnings and support, the school will treat this as a serious matter.

The age and circumstances of the pupil will always be considered, but the safety and well-being of the community will remain the priority. Where safeguarding concerns arise, these will be referred to the Designated Safeguarding Lead without delay.

Investigating Incidents

When a behaviour incident occurs, the school will investigate promptly and fairly before applying any consequence. Every pupil involved will be treated with dignity, listened to, and given a genuine opportunity to express their views. Parents will be notified as soon as possible of any incident serious enough to result in a significant sanction. Where accounts conflict, the school will gather all available evidence and be transparent with families about how it reached its conclusion. Where safeguarding concerns arise at any point, these will take precedence over the behaviour process.

Bullying

Bullying is behaviour that is deliberately hurtful, repeated over time, and involves a real or perceived imbalance of power that can be physical, verbal, social, or online. The school takes all forms of bullying seriously and is committed to ensuring every pupil feels safe, respected, and free from harassment.

All reports of bullying will be taken seriously, investigated promptly, and addressed in accordance with the school's Anti-Bullying Policy. Pupils, parents, and carers are encouraged to report concerns without hesitation, and the school will always act to support those affected and hold those responsible to account.

The school can only investigate effectively where sufficient information is provided. When raising a concern, parents and carers are asked to share as much detail as possible — including names, dates, and what was said or done. Anonymous concerns will always be noted, but without detailed information, the school's ability to investigate and protect the pupil concerned will be significantly limited.

Online Behaviour

The school expects all pupils to use digital technology responsibly and safely, on and off-site. Online behaviour is held to the same standards as behaviour in school. Prohibited behaviours include cyberbullying, harassment, sharing harmful or explicit content, and any behaviour constituting grooming or abuse. These may result in serious consequences, including suspension or exclusion.

Parents raising concerns are asked to preserve any relevant evidence and share details (including usernames, dates, and the nature of any content) when reporting.

Forwarding images, even to report them, can spread harmful content further and may have legal implications. Instead, the school's Designated Safeguarding Lead should be contacted.

Full expectations are set out in the Online Safety and ICT Acceptable Use policies. Safeguarding concerns will be referred to the DSL immediately.

Suspension

Suspension is a significant sanction that serves an important purpose. Suspension provides space for reflection, allows the school to investigate incidents thoroughly, and clearly signals to the pupil and the wider community that serious breaches of the school's expectations will be met with a strong response. The school uses suspension when necessary and proportionately, and is committed to ensuring that every suspension is followed by meaningful reintegration support to help the pupil return successfully.

External Suspension

External suspension may be issued in response to serious breaches of the school's behaviour expectations, where the pupil's presence in school would be harmful to the pupil or others, or where a period away from school is necessary to allow for reflection or investigation. The length of a suspension will be proportionate to the severity of the incident and the circumstances of the pupil involved. It will always be followed by a structured reintegration process to support the pupil's return. The decision to suspend a pupil externally is the Headteacher's decision. In the Headteacher's absence, this authority may be delegated to a member of the Senior Leadership Team.

When a decision to suspend is made, the school will:

- inform parents or carers immediately by telephone, giving clear reasons for the suspension and its expected duration, followed by written confirmation the same day;
- ensure that appropriate work is provided for the pupil to complete at home, normally via Google Classroom or another designated platform;
- arrange a reintegration meeting involving the pupil and parents with a member of the Senior Leadership Team and the pupil's Head of House before the pupil returns to normal lessons.

During an external suspension, parents and carers are expected to:

- ensure that the pupil remains at home during school hours for the duration of the suspension;
- support their child in completing the school-set work.

Reintegration Following Suspension

Before returning to normal lessons, the pupil will attend a reintegration meeting with their Head of House. The meeting will review the incident, agree on clear expectations for the return to school, and implement any support strategies needed to help ensure a successful reintegration.

Permanent Exclusion

Permanent exclusion is the most serious sanction available to the school. It may follow a pattern of persistent, serious misbehaviour where all other interventions have been exhausted, or in exceptional circumstances, as a response to a single incident so serious that allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before a permanent exclusion is imposed, the Headteacher will:

- ensure that all relevant evidence has been gathered and the incident thoroughly investigated;
- inform parents or carers in person and in writing, setting out the reasons for the decision and their right to appeal;
- notify the Governing Body Chairman

Parents and carers have the right to make representations to the Chairman, who will review the decision and communicate its outcome in writing.

Data monitoring

The school will review suspension data termly. This review will consider patterns by year group, frequency, and any relevant pupil characteristics, with the aim of identifying whether additional pastoral support, adjustments to provision, or changes to practice are needed.

Corporal Punishment

The use of corporal punishment is strictly forbidden. Any use of force by staff is governed by the school's Use of Reasonable Force policy.

Searches and Confiscation

The school reserves the right to search bags, lockers, and other property provided for pupil use where there are reasonable grounds to do so. All searches will be carried out in accordance with the school's legal obligations and guided by internationally recognised best practice.

The full search-and-confiscation procedure, including the list of prohibited items, conditions for electronic device searches, and record-keeping obligations, is set out in the Searches and Confiscation Policy.

Monitoring

Behaviour data is reviewed at multiple levels to ensure that concerns are identified quickly and that no pupil falls through the cracks. Class teachers and form tutors are expected to regularly review behaviour records for their tutor groups, providing a first line of oversight and allowing them to spot emerging concerns early. Phase Leaders or Heads of House monitor behaviour patterns across their phase or house, ensuring that appropriate support and interventions are in place for individuals and identifying any wider trends. The Senior Leadership Team reviews behaviour data regularly, overseeing the picture across the whole school, monitoring the effectiveness of interventions, and ensuring that pastoral support is consistently and fairly provided across all phases.

The school will specifically monitor the proportion of sanctions issued to pupils on the SEND register. Where disproportionate patterns are identified, the school will investigate and respond accordingly, ensuring that behaviour management practices are equitable and that underlying needs are appropriately supported rather than simply sanctioned.

APPENDICES

WHOLE SCHOOL	 Searches and Confiscation  Use of Reasonable Force  G04 Anti-Bullying Policy HAL_Eng  G1 Safeguarding Child Protection Policy Guidelines  BEHAVIOUR AND CONSEQUENCES - Roles and Re...  Digital Policy RU/ENG
JUNIOR SCHOOL	 JUNIOR SCHOOL STEPS
SENIOR SCHOOL	 SENIOR SCHOOL BEHAVIOUR STEPS  Responding to Cheating / Academic Malpractice  Suspension Checklist  Investigating Incidents - Staff Protocols