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Reading School
The Management of Student Behaviour

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Document Control and Approval

Version Control

Version	Author	Summary of Changes	Reviewed By	Date
1.0	Jonathan Hitchinson	Policy created	EXPC	

Responsibilities

Job title	Responsible for;
Headmaster	Policy Owner
Chief Operating Officer	Policy Overview
EXPC	Committee Responsible

Policies Linked

Policy name	File location

Forms Linked

Form name	Form location

Staff that need to sign

Staff Group	Form location

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Contents

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Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- SEND code of practice: 0 to 25 years
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of students, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

The Aims of Student Behaviour Policy

The school aims to provide a positive ethos, at the heart of which is the development of good relationship among students, staff, parents and the community, where all feel safe whilst at school.

It is the School's expectation that all students will conduct themselves in a responsible manner in all matters affecting the School so that our purpose in Academic Excellence and Building Good Men can be achieved to maximum effect.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Scope of Student Behaviour Policy

A student is subject to the School's Behaviour Policy and may be disciplined for:
- Any misbehaviour when the student is:
    - attending school or on the school site
    - taking part in any school-organised or school-related activity
    - travelling to or from school
    - wearing school uniform
    - in some other way identifiable as a student at the school.

- Or misbehaviour at any time, whether or not the conditions above apply, that:
    - could have repercussions for the orderly running of the school

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- o poses a threat to or bullies another student or member of the public
- o could adversely affect the reputation of the school.

Roles and Responsibilities

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

Classroom teachers are able to seek the support of their Head of Department (if subject-related) or Form Tutors can seek the support of their Head of House (if pastoral-related) for significant/persistent issues, who equally can seek the support of the Assistant Headteacher responsible for the relevant Key Stage, who is able to pass significant/persistent issues up to the (Deputy) Headteacher.

Parents are expected to:

- Support their student in showing respect, adhering to the student code of conduct and supporting the school's authority to discipline its students;
- Inform the school of any changes in circumstances that may affect their student's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

Behaviour and School Rules

The principle behind the School rules is not prescriptive, but is one of reasonableness and common sense. They exist to ensure the safety and well-being of all students and the smooth running of the School, including a recognition of the need to take responsibility for your actions. These expectations cover four principal areas.

1. Respect for others: i.e. proper and due respect for teachers and other members of staff; members of the public and visitors; members of your form and other students in School.

2. Respect for yourself: i.e. respect for your own ability, aiming always to do your best and to display positive attitudes to these aspects of School life which you find difficult as well as in those which you find easy, presenting yourself on time,

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in correct uniform and looking tidy, both in School and when travelling to or from School.

3. Respect for property: i.e. caring for the School and its property, the equipment and furniture you use and other people's possessions.

4. Respect for the School: i.e. recognising that employers, interviewers and members of the public will judge the School and its reputation as a whole by the way they see you behave.

Specific School Rules

School rules are for the benefit of everyone; they are a framework to enable the School to operate smoothly and efficiently, to achieve its purpose in a civilised and positive atmosphere. They are there also to help maintain the reputation of the School. No set of rules can take into account every situation; they are sensible guidelines on reasonable conduct. By their nature, rules are there to restrict bad behaviour; they indicate the boundaries of what is acceptable, they do not of themselves promote good conduct but by curtailing the bad they create an environment in which the good can thrive.

Reading School believes that in developing strategies for the management of behaviour in school, the policy should utilise both rewards and sanctions. We positively seek the promotion of an ethos and climate where praise and encouragement outweighs the frequency of sanctions, punishment or criticism. Reading School seeks to use rewards to demonstrate that good and outstanding behaviour is valued by all members of the school community and to encourage similar behaviour in others. Reading School believes that sanctions should be used to illustrate the fact that misbehaviour is not acceptable, and to deter other students from acting in a similar fashion.

Finally, the breaking of rules leads to some appropriate disciplinary action. There is inevitably a range of severity of offence and disciplinary action, where necessary, reflects this range.

Confiscation and Search

Any member of the School's staff is permitted to search a student, with the student's consent, for any item which is banned by the School's rules.

The Headteacher, or any member of staff authorised to do so by the Headteacher, is permitted to search a student or their possessions, without consent, where they suspect the student has a prohibited item, for example:

- Knives or other weapons.
- Alcohol, illegal drugs or any other banned substance, such as tobacco, solvents or Nitrous Oxide.
- Drug use paraphernalia, such as lighters, matches, cigarette papers, a pipe, a bong (makeshift or otherwise) or needles.
- Stolen items.

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- Fireworks or any other explosive material.
- Pornographic or indecent images.
- Any item or article that a staff member reasonably suspects 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 student).
- Any item banned by the School's rules which has been identified as an item for which a student may be searched.

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be stored safely in the School Office (named) and returned to students after discussion with senior leaders and parents, if appropriate.

Physical Restraint

Staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis.

Behaviour of Boarders

Boarders are expected to adhere to the same behaviour standards as day students. An additional list of behaviours (and the concomitant sanctions/rewards) exists for boarders which relate to behaviour during boarding time. They are displayed in both boarding houses and included in key documentation, such as the Boarding Policies and Practice Handbook.

Related Policies

This Behaviour Policy includes all areas covered by both:

- the Procedures (see Appendix 1)
- the following related policies (all available on the School Website), and any other policies deemed to be relevant by the Governing Body:

  - Rewards Policy
  - Homework Policy
  - Anti-Bullying Policy
  - Anti-Drugs Policy
  - Attendance and Registration Policy
  - Educational Visits Code of Conduct
  - Discriminatory Incidents Policy
  - E-Safety Policy
  - School Uniform Policy
  - Sixth Form Code of Conduct
  - Home-School Agreement
  - ICT Network Use Agreement
  - Use of Social Media by Students

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Summary of Sanctions Framework:

Assessing the Level of Seriousness				
These Are Given for Illustrative Purposes Only				
If the student's behaviour does not appear in any of these columns, we use the examples to gauge the appropriate level of seriousness.				
LOW	MODERATE	HIGH	VERY HIGH	EXTREMELYSERIOUS
• Minor breach of school rule; • Occasional use of inappropriate behaviour or language (especially where this is overheard and not directed at staff); • Damaging property (very low value); • Petulant or "sulky" behaviour; • Breach of dress code; • Use of mobile phone in lessons without permission.	• Level 1 bullying (see Anti-Bullying policy) • Pushing or tripping people; • Minor damage to property; • Offensive language or gestures; • Spitting; • Failure to carry out member of staff's instructions; • Persistent breach of dress code; • Persistent lateness; • Use of a mobile phone camera at any time unless authorised	• Level 2 bullying (see Anti-Bullying policy) • Minor assault on student but no serious injuries; • Abusive language, behaviour or gestures; • Damaging property – moderate value; • Defiance towards teachers; • Carrying (but not using) offensive weapon without lawful reason; • Theft; • Using a mobile phone to send offensive messages; • Bringing the school into disrepute especially through online activity; • Repeated breach of School Contract. • Deliberate refusal to co-operate in class, to the detriment of students' learning.	• Level 3 bullying (see Anti-Bullying policy); • Brandishing (but not use) of weapon; • Assault leading to cut or bruising requiring first aid treatment; • Using school computers to access indecent or offensive material; • Wanton vandalism or destroying or damaging course work; • Deliberate refusal to co-operate with staff resulting in endangering the health and safety of oneself and/or others. • Threatening behaviour – placing victim in fear; • Setting off fire alarm; • Use of offensive language towards a teacher. • Behaviour likely to cause sustained or significant distress to another student	• Serious assault or wounding (requiring medical treatment) • Assault on a member of staff • Possession of any amount of a class A drug, class B or C drugs, drugs paraphernalia, alcohol or other intoxicants (including smoking or vaping); • Distributing drugs or alcohol; • Sabotage of safety equipment – e.g. rendering a fire extinguisher unsafe or unusable; • Sabotage of IT network; • Higher value property destruction; • Persistent and/or targeted homophobic, transphobic, racist or sexist behaviour; • Distributing racist or offensive materials • Affray or brawling (as part of a group); • Accessing school data illicitly, through on-site or off-site computer activity. • Illegal activity on the school site

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Mitigating and Aggravating Circumstances **Mitigating circumstances**: will tend to reduce the seriousness of the behaviour **Aggravating circumstances**: will tend to increase the seriousness of the behaviour	
MITIGATING CIRCUMSTANCES	AGGRAVATING BEHAVIOUR
Behaviour • One-off or spur of the moment • No previous behavioural problems • Acting out of character • Behaviour has stopped at point of investigation • Behaviour is occurring exclusively out of school • Although acted as part of a group, played a lesser role • Acted only as a result of bullying or other peer pressure	**Behaviour** • Previous record of similar behaviour • Targeted or premeditated • Recklessness of behaviour • Deliberate but more prolonged, persistent, repeat or reckless behaviour • Offence was of a homophobic, transphobic, racist or sexist nature • Acting as part of a group • Pressuring others to offend, or covering up for others • Intimidation of victims or witnesses • Actions bring the school into disrepute
Attitude • Apologises to victim/s • Where there has been a financial loss, offers to make compensation • Offers to make restitution or take part in restorative justice activity	**Attitude** • No acknowledgement of wrong doing despite clear evidence • Student appears to be indifferent to consequences • Boasting about behaviour • Filming or publishing media or comments about the incident(s)
Student • New student in school • Student is from a vulnerable group e.g. Asylum Seeker, or looked after student • Behaviour arising out of special educational needs, medical condition or disability • Age and understanding of the student • No previous support put in place	**Circumstances** • Whilst on a school trip • Breaking into school premises • Bringing outsiders on to school site to carryout antisocial or illegal behaviour • Committed on school site whilst already excluded • Under the influence of drugs or alcohol • Use of weapons • Age and understanding of the student • Previous support that has been put in place • Breach of school contract
Family • On-going family pressures or other stressors or major changes • Death or imprisonment of close family member • Mental health of parents • Domestic violence • Discloses student protection concerns	**Victim** • Directed at teaching or support staff • Victim is from a vulnerable group, e.g. Asylum Seeker, looked after student, disabled, SEN, LGBTQ+ • Refuses to see point of view of victim
Already punished for the incident • Arrested by police for incident, and either charged or given final warning	

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What has the school done to change the student's behaviour
Dfe's guidance requires schools to support students at risk of exclusion. Unless the circumstances are very serious, schools should not normally proceed to permanent exclusion unless support measures have been put in place.

LESS SERIOUS BEHAVIOUR	MORE SERIOUS BEHAVIOUR
• Check that a Home School Agreement is in place and that the student understands what they have signed up to • Discussion with student to ascertain whether anything school can do to help • Discussion with parents, e.g. at parent's evening or where more serious behaviour, call special meeting • Set up a Pastoral Support Programme • If student has SEN, review passport • Referral to multi-agency team • Has internal exclusion been considered?	• Referral to specialist agency – such as counselling or Educational Psychologist • For student aged 13 and over, referral to a specialist agency (including Youth Offending Team) • Where a student has been arrested for the matter, contact YOT and consider respite if the offence represents a risk to students • Initiate CAF

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Guidelines for action
The sanction should not reflect only the level of behaviour but depend as well on any aggravating and mitigation circumstances, including a history of similar behaviour, and the measures that the school has used to address the student's behaviour

LOW	MODERATE	HIGH	VERY HIGH	EXTREMELYSERIOUS
• Follow sanctions set out in school behaviour management procedures.	• No exclusion - detention or loss of privileges • Internal exclusion for 1 to 2days • If repeat offence, internal exclusion of 2 to 5days • If not already in place, a School Contract should be setup	• Internal exclusion for 2 to 5days • If repeat offence, consider internal exclusion 5 to 10 days or external exclusion for 1 to 2days • Consider phased reintegration to lessons • If not already in place, School Contract or other support programme must be setup • Home-School Parental agreement confirmed and reissued • Where victim agrees, a restorative justice conference	• Fixed term exclusion 3 to 5 days • Consider 1 to 5 days internal exclusion following readmission to enable focused integration • If not already in place, School Contract or other support programme must be setup • If repeat offence and EP/behaviour support interventions have not resulted in improvement, consider a managed move or, in exceptional circumstances, permanent exclusion • Where victim agrees, a restorative justice • conference	• External exclusion of 5 days followed by 5 to 10 days of internal exclusion to enable focused reintegration • Consider managed move following rapid response meeting • Consider inviting parent/ student to a formal meeting with senior staff and one governor to explain this is the last chance and refresh School Contract • Permanent exclusion • Where a serious criminal offence has been committed, contact the police

Appendix

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Behaviour Procedures

General

1. Punctual arrival for all School activities is essential. Late arrival for School is recorded in Bromcom. Persistent late arrival will lead to disciplinary action. Punctuality detentions are given for persistent offenders and the EWO is involved.
2. Students should adhere to the School Uniform Policy in school and on journeys to and from school and on all official School events, unless permission is granted by a member of staff for other dress.
3. Lunch for students should be taken in the Refectory or quad area. In years 7-11, only those students who have a parental consent to go home for lunch may leave the School site at lunchtime without the permission of a member of staff. On return those students must sign in at the Student Services. Sixth Formers may only leave the site following the lunch time break at 12.40pm. At other times they need the permission of their Tutor, Head of Year or the Head of Sixth Form
4. Any mobile phone, tablets and any form of electronic device is brought into School entirely at the risk of the owner.
5. Mobile telephones must be switched off during lessons (unless authorised for use by the teacher), Assemblies and Chapels. They must never be used for video or still photography in school (unless authorised for use by a member of staff). They must never be used for the display of inappropriate images. Student must abide by the terms of the ICT agreement.

Personal Property

1. The care of all personal property (including money) rests with the student unless handed to a member of the teaching staff for safe keeping. All personal clothing and property should be marked with the student's name.
2. All textbooks and equipment issued to students remain the property of the School. They must be looked after carefully, handed in at the end of the School year or course as appropriate. Any loss or damage must be reported and may be charged for.
3. Theft or interference with others' personal property is treated as a serious offence.

School Property

1. Students are expected to treat school property with care. Any damage, however it is caused, must be reported immediately to a member of staff.

Tutor Rooms

1. Students must only use their own tutor room, unless directed otherwise by a member of staff or in accordance with the timetable.
2. The general state and tidiness of the tutor room is the responsibility of the form.
3. Students may display posters etc. on display boards in their tutor room but only with the Form Tutor's permission. Any material displayed for teaching purposes must not be interfered with.

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4. No food or drink is to be consumed in form rooms unless permission is given by the Form Tutor.

School Grounds

All students have a responsibility for keeping the School site tidy and well maintained. In particular:

1. Students may not use the School field for games without the permission of a member of staff.
2. Students must not walk on the grassed areas or around flower beds or shrubs.
3. Students must place all litter in the bins provided.
4. Students must enter and leave the School only by the authorised entrances and exits.

Behaviour

1. Students are not allowed to smoke on the School site or when in uniform. Similarly, students must not have any smoking materials (which includes vaping pens) in their possession at School.
2. Knives or other dangerous implements must not be brought to School.
3. Possession of alcohol, drugs, drugs paraphernalia or other dangerous substances is not permitted and if discovered, could lead to permanent exclusion.
4. Damage to property must be reported to a member of staff immediately. Students found responsible for wilful damage will be disciplined and charged for replacement or repair.
5. Bullying of any type will be treated very severely. This includes harassment, victimisation, and bullying of a physical, online and/or verbal nature of another student for whatever reason, whether by an individual or by a group. Reading School's Anti-Bullying Policy (Policy Number E1) has more detailed information on this topic.

Litter

1. Students are expected to show concern and take a responsibility for the School environment. They must not litter either the site or its environs. Students are expected to clear up after themselves in the Refectory.

Buying and Selling of Articles

1. Students are not allowed to buy or sell articles on the school site – unless authorised as part of a whole school or charity event.

This rule is intended to anticipate difficulties of debt-collection and to eliminate opportunities for the sale of stolen articles. All staff are asked to be vigilant in this regard and to report offenders to Tutors or Heads of House.