



THE ORATORY

THE ORATORY SCHOOL (OS) Behaviour Management Policy

Policy Owner:	Head Master
Type of Policy:	Non-Regulatory
Next review due:	September 2027
This version published:	September 2026
Circulation:	All Staff & Governors All Pupils School Website
Linked policies	• Alcohol Policy Drugs Policy • Anti-bullying policy • Discipline, Exclusions and Required Removal policy • Child Protection and Safeguarding policy Complaints procedure • School rules • Mobile Phone Policy • Equal Opportunities Policy • Prefect Policy/Handbook

BEHAVIOUR MANAGEMENT POLICY

INTRODUCTION

At The Oratory School ("the School") our community is based upon the teachings of our founder, St John Henry Newman. His personal motto became the School's: 'Cor ad Cor Loquitur' ('Heart speaking to Heart'), and this flows through the life of the school. The School exists to provide an all-round education that encourages the development of body, mind and spirit, so vital for success and happiness. Oratory pupils are known for their spirit and "can-do" attitude to life, nurtured in the School's Catholic family environment.

The School's values are:

- Integrity
- Curiosity
- Joy
- Confidence
- Endeavour
- Respect
- Kindness

The School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our pupils is key to their development.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School is a Catholic school but is welcoming to pupils of all faiths and none. We welcome pupils from a wide variety of ethnic and social backgrounds. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

This policy applies to all day and boarding pupils in the School.

WHOLE-SCHOOL APPROACH TO BEHAVIOUR

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

CODE OF CONDUCT

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The School's community of Governors, staff, parents, and pupils adhere to an established routine and code of conduct. The school operates a series of disciplinary levels which can be found here: [Disciplinary Levels.docx](#)

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/ exclusion.

INVOLVEMENT OF PUPILS

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where pupils (including boarders) treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during tutor time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly. Pupils are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils (including boarders) are aware of the School's behaviour standards, expectations, pastoral support and consequence process. All pupils are taught that they have a duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

Our transition management plan also includes

- A new pupil induction day for all new pupils in September
- Allocating a buddy
- An induction meeting with the Housemaster for mid-term or academic year arrivals
- A pupil handbook which sets out behavioural expectations

INVOLVEMENT OF PARENTS AND GUARDIANS

The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies including OSCP (Oxfordshire Safeguarding Children Partnership) or other local support agencies. The School has a number of support systems in place to meet the needs of all pupils. These include:

- Housemaster and House team to provide pastoral care
- Tutor to support with academics in particular but also general pastoral care
- Specialist support from the Curriculum Support Department
- Staff trained in reconciliation meetings
- School Counsellor and Chaplain
- Support from the Health Centre

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

UNEXPLAINED ABSENCES

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's Safeguarding obligations, and the School's Missing Child Policy.

Please note that it is usually the School's policy not to allow holiday to be taken during term time unless in exceptional circumstances. Any such requests should be directed to the Head Master at head@oratory.co.uk

SCHOOL RULES

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set out in the attached School Rules annex.

Copies of the School Rules are attached to this policy and on the School's website and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

The School's Drugs Policy sets out the School's policy on drugs and drugs testing and the School's Alcohol Policy sets out the School's policy on alcohol and alcohol testing. There are also separate policies to deal with smoking and bullying.

Mobile Phones

The School is a mobile phone free environment during the school day. Pupils may not access mobile phones during lessons, between lessons, breaktimes or lunchtime except where expressly authorised by a member of staff.

The School's arrangements regarding the possession and use of mobile phones are set out in the School Rules and communicated to pupils and parents. Non-compliance may result in confiscation and/or disciplinary sanctions in accordance with this policy.

PROMOTING GOOD BEHAVIOUR

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

At the School we reward and encourage good behaviour and celebrate curricular and extra-curricular achievements from our pupils by:

- Verbal praise
- Communicating praise to parents via phone call or written correspondence
- Merits, certificates, or being called up at assemblies;
- Positions of responsibility, such as being entrusted with a particular decision or project;
- Whole-class or year group rewards, and
- Prizes at the whole school annual Prize Giving.

The School selects Prefects in recognition of their leadership skills and embodiment of the school values. They assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life. The School's Prefect Policy/Handbook provides further information on the selection and role of School Prefects.

RESPONDING TO MISBEHAVIOUR

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the School, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a

recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- **Improvement** - supporting pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

SANCTIONS

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Head Master undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a Safeguarding issue and will be dealt with under the School's Child Protection and Safeguarding Policy.

Examples of sanctions that are used in the School include:

- Verbal reprimand and reminder of the expectations of behaviour from a member of staff;
- Letter to parents to advise of the misbehaviour;
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard;
- Weekday Detention;
- Leadership Detention;
- Withdrawal of privileges;
- School based community service, under the supervision of a member of staff;
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring;
- Withdrawal from a lesson, school trip or team event;
- Suspension for a specified period, removal, or exclusion.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, or disruption in class, and late or poorly completed work. They may impose a school detention or additional work. Repetition of misbehaviour will be reported to the Head of Department and to the pupil's Tutor and Housemaster/Mistress and may lead to further sanctions.

More serious misdemeanours are reported to the pupil's Tutor and Housemaster/Mistress, and may lead to a school or leadership detention depending on the seriousness of the incident.

Any significant behavioural issue (bullying, drugs, smoking, alcohol, or any behaviour that carries a Safeguarding risk) is reported via MyConcern. It will then be dealt with via discussion between the Housemaster/Mistress and Senior Leadership.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010. Please see section below on SEND.

The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Child Protection and Safeguarding policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

SUPPORTING PUPILS FOLLOWING A SANCTION

Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.
- inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

SERIOUS MISBEHAVIOUR

The School's Discipline, Exclusions and Required Removal Policy is set out in a separate policy and available on the School's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour.

Serious sanctions in accordance with the School's Discipline, Exclusions and Required Removal Policy may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/ or warnings.

The School may be required to exclude a pupil, or to require a pupil to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection and Safeguarding Policy, which contains a section on Low Level Concerns.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Child Protection and Safeguarding Policy and Discipline, Exclusions and Required Removal Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Local Authority and/or Police, where appropriate to do so

REMOVAL FROM CLASSROOMS

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head. These pupils will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.

Staff supervising pupils who have been removed from lessons will be appropriately trained in the School's behaviour procedures and in supporting pupils to regulate their behaviour and return successfully to learning.

The School's arrangements when a pupil is removed from the classroom include

- The classroom teacher will email the Leadership Team (LT) for assistance
- A member of the LT will attend to remove the pupil. The classroom teacher should provide the LT member with a task that the pupil can be completing.
- They will take them to their office to attempt to deescalate the issue with the aim of resolving the issue by the end of that lesson. If necessary the pupil will be supervised working until the end of that period.

The aim will be to reintegrate the pupil back into the next lesson. If this is not possible then this will be dealt with via a MyConcern entry and the involvement of the Head and/or member of the Leadership Team.

PREVENTING RECURRENCE OF MISBEHAVIOUR

The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in the School include:

- frequent and open engagement with parents;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans; and
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupil has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

CONTEXTUAL SAFEGUARDING

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Child Protection and Safeguarding Policy and discuss their concerns with the School's DSL, without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

SPECIAL EDUCATIONAL NEEDS

The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. The School ensures that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. The School believes that good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously. The School makes appropriate reasonable adjustments for pupils with SEND or certain health conditions.

Where there is misbehaviour by a pupil with SEND, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE

The School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with

the School's Discipline, Exclusions and Required Removal Policy.

DETENTIONS

All school staff have authority to issue a weekday detention to pupils. These are recorded via ISAMs.

Parental consent is not required for detentions. For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. School staff will not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

USE OF RESTRICTIVE INTERVENTIONS

The School seeks to create an environment in which all pupils feel safe, respected and able to learn. Staff are trained to use proactive behaviour management strategies, positive relationships and de-escalation techniques wherever possible. Restrictive interventions are only used when necessary, proportionate and for the shortest time required to reduce an immediate risk of harm.

The School does not operate a "no contact" policy. Staff may make appropriate physical contact with pupils in carrying out their duties, including comforting a distressed pupil, giving first aid, providing support for pupils with SEND or medical needs, guiding a pupil, or demonstrating a practical activity.

Definitions

Restrictive Intervention

A restrictive intervention is any action that prevents, restricts, or controls a pupil's movement, liberty or freedom of action in order to reduce an immediate risk of harm.

Reasonable Force

Reasonable force refers to the minimum degree of physical force necessary and proportionate in the circumstances to prevent an immediate risk of harm or to conduct a lawful search for prohibited items where authorised by law.

Restraint

Restraint is a form of restrictive intervention involving the use of force to hold back, control or restrict a pupil's movement.

Seclusion

Seclusion is a non-disciplinary and time-limited safety measure whereby a pupil is supervised away from other pupils in order to reduce an immediate risk of harm.

Seclusion is never used as a punishment, threatened as a consequence, or employed for behaviour management purposes alone.

Significant Incident

A significant incident includes any use of force that goes beyond ordinary physical contact and where the nature, duration or degree of force used is more than minimal.

Whole-School Approach

The School aims to minimise the need for restrictive interventions through:

- Strong pastoral support;
- Positive behaviour management;
- Restorative approaches;
- Clear expectations and routines;
- Staff visibility and supervision;
- Effective SEND support and reasonable adjustments;
- De-escalation techniques;
- Staff training; and
- Close partnership with parents.

Behaviour and restrictive intervention data is reviewed regularly by senior leaders in order to identify trends, triggers and opportunities for improvement.

When Restrictive Interventions May Be Used

Restrictive interventions may only be used where it is necessary to prevent a pupil from:

- Causing injury to themselves;

- Causing injury to another person;
- Causing significant damage to property where there is a risk to safety; or
- Engaging in behaviour that presents an immediate risk of serious harm.

Any intervention will:

- Be lawful;
- Be necessary;
- Be proportionate to the risk presented;
- Use the least restrictive option likely to be effective; and
- Continue only for as long as is necessary to reduce the immediate risk.

Before intervening, staff will, wherever possible, consider:

- The nature and seriousness of the risk;
- The age, understanding and maturity of the pupil;
- Any SEND, disability, medical condition or vulnerability;
- The pupil's communication needs;
- The likely impact of intervention on the pupil's welfare and dignity; and
- Whether less restrictive alternatives have been attempted or remain available.

Restrictive interventions will never be used as a punishment.

Staff will not use any technique that restricts a pupil's breathing, impairs circulation, places pressure on the neck, throat, chest or abdomen, or deliberately inflicts pain.

Staff Training

All staff receive training on behaviour management and de-escalation as part of their induction and ongoing professional development.

Those staff who are more likely to be involved in managing serious behavioural incidents receive additional guidance and training on lawful and safe restrictive intervention practices.

Staff are expected to use verbal de-escalation and other preventative strategies before considering restrictive intervention whenever this is safe and practicable.

Use of Restrictive Interventions Outside School

Members of staff may use reasonable and proportionate restrictive interventions when they have lawful charge of pupils off-site, including educational visits, sporting fixtures, residential

trips and other authorised School activities.

Recording and Reporting

Any member of staff involved in a restrictive intervention must inform the Head Master, Designated Safeguarding Lead or another appropriate senior leader as soon as practicable following the incident.

A written record will be completed via MyConcern as soon as possible and, wherever practicable, on the same day.

The record will include:

- The date, time and location of the incident;
- The names of pupils and staff involved;
- A factual description of events leading to the incident;
- Any relevant SEND, medical or safeguarding considerations;
- De-escalation strategies attempted;
- The type of intervention used;
- Why the intervention was considered necessary and proportionate;
- The duration of the intervention;
- Any injuries sustained;
- Any medical treatment provided; and
- Any follow-up actions required.

Parents will normally be informed of any significant restrictive intervention as soon as practicable and, wherever possible, on the same day.

The School may delay or modify communication with parents where there are safeguarding concerns and advice from the Designated Safeguarding Lead indicates that immediate parental notification may place a child at risk of harm.

The School will maintain records of restrictive interventions in accordance with its safeguarding and record retention procedures.

Support Following an Incident

Following any significant restrictive intervention, the School will consider the wellbeing of all pupils and staff involved.

Appropriate support may include:

- Pastoral meetings;
- Restorative conversations;
- Safeguarding review;
- Medical assessment where necessary;
- Contact with parents;
- Behaviour support planning; and
- Review of any SEND or pastoral support arrangements.

The School will consider what steps can be taken to reduce the likelihood of a recurrence and ensure any lessons learned are reflected in future practice.

Seclusion

Seclusion will only be used where necessary to protect others from immediate harm and where a pupil is highly distressed, dysregulated or presenting behaviour that cannot safely be managed in the presence of others.

Where seclusion is used:

- The pupil will remain continuously supervised;
- The environment will be safe and suitable;
- The arrangement will last only for the shortest period necessary;
- The pupil's welfare will be monitored throughout; and
- The seclusion will end as soon as the immediate risk has reduced.

All incidents of seclusion will be recorded and reported in accordance with this policy.

Pupils with SEND and Additional Needs

The School recognises that pupils with SEND, disabilities or adverse childhood experiences may be more vulnerable to behavioural dysregulation.

Where appropriate, the School will work with pupils, parents and relevant professionals to develop individual behaviour support plans which may identify:

- Potential triggers;
- Preferred methods of communication;
- Effective de-escalation strategies;
- Reasonable adjustments;

- Safe support arrangements; and
- Agreed approaches to reducing risk.

The School will regularly review behaviour and restrictive intervention data to ensure that no group of pupils is being disproportionately affected and that appropriate support is in place

SEARCHING

The School reserves the right to search pupils and their possessions. It will balance the right of boarders to privacy with the need for the School to search a boarder or his/her possessions with consent, where there is a strong reason to do so.

The Head Master, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the

search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Child Protection and Safeguarding Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head Master (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head Master (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

CONFISCATION

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Child Protection and Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its Safeguarding records (via MyConcern).

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a

breach of this policy and the School rules, and may then punish the pupil in accordance with this policy and the Discipline, Exclusions and Required Removal Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Child Protection and Safeguarding Policy.

TEACHING AND LEARNING

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Complaints Procedure on request.

MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. Major sanctions for boarders are kept together with those for day pupils.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils including within boarding houses which may indicate that there are possible cultural issues within the School or boarding house which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The school collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;

- Incident of searching, screening, and confiscation; and
- Anonymous surveys for staff pupils, governors, trustees and other stake holders on their perceptions and experiences of the school behaviour culture.
- Behavioural, sanctions and restrictive intervention data is monitored and objectively analysed regularly by staff.

This policy is reviewed and updated at least annually by the Governors.