



EPSOM

COLLEGE

BEHAVIOUR POLICY

Principles

This policy document sets out to promote and maintain honest, considerate and dependable behaviour amongst College pupils. It reflects the founding values and principles on which are based the College's expectations of high standards of behaviour amongst its pupils. The College Rules and Expectations apply to all age groups (including those pupils who are over the age of 18) and at all times when the pupil is: at school, representing the College or wearing school uniform; travelling to and from school; associated with the College at any time and draws on statutory and non-statutory guidance published by the government. The policy has also been drawn up so as to comply with Part G: Promoting positive behaviour and relationships (Standards 15-17) of the National Minimum Standards for Boarding Schools 2022, and takes into account the non-statutory guidance given in 'Behaviour in Schools' (July 2022) and the Equality Act 2010.

The Governors and the Head intend that the College Expectations and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from College premises and outside the jurisdiction of the College, whether online or offline; for example, during an exeat or half term and in the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the College, affects the welfare of a member or members of the College Community or a member of the public, or which brings the College into disrepute.

It is to be read in conjunction with several other College publications that deal with specific aspects of pupils' behaviour, the way in which it is managed, and associated rewards and sanctions:

Guidance for Pupils
Code of Conduct for Sport
Use of Reasonable Force to Control or Restrain Pupils
Search Policy
Child Protection and Safeguarding Policy
Anti-bullying Policy
Drugs, Alcohol and Tobacco Misuse Policy
Duties, Powers and Responsibilities of Prefects
Exclusions, Removal and Review Policy
Prevent Duty Advice
Social Media Policy
Rewards and Sanctions Policy
Promoting Positive Behaviour
Classroom Expectations
Complaints Procedure for Parents
Academic Intervention Policy

Guidance for Pupils includes (in Section 7) a definitive listing of College Expectations and Guidance. It is updated annually and issued to all pupils at the beginning of every academic year. This is included as Annex A at the end of this policy.

Annex B contains details of Rewards and Sanctions and should also be referred to.

Policy Aims

The years which pupils spend at Epsom College represent a bridge between childhood and the wider horizons of universities and chosen careers. It is during this period that pupils must prepare for entry into a changing world by growing into young people of sound judgement and integrity.

It is incumbent on all members of staff to ensure that the Behaviour Policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the College.

The College has high expectations of pupils' behaviour and conduct, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment in which pupils are safe and feel safe, and everyone is treated respectfully.

The College therefore aims to provide:

- a stimulating learning environment in which the potential of each pupil is fulfilled;
- a calm, safe and supportive environment in which the welfare of all its members is protected and pupils, in particular, are safeguarded from disruption, violence, bullying and other forms of harassment;
- to actively promote and safeguard the welfare of pupils at the College and to protect all who come into contact with the College from harm;
- a happy, friendly and purposeful environment in which every pupil is encouraged to develop self-esteem, self-discipline and a sense of responsibility for their own conduct;
- an ethos that fosters appreciation and celebration of diversity, and respect for all members of the community;
- constant guidance and reinforcement of conduct that is acceptable and expected;
- clear indications of the distinctions between conduct that is right and wrong;
- positive encouragement for, and recognition of, good behaviour, effort and achievement;
- a structured system of support for every pupil who has learning and/or behavioural needs that includes effective communication between all concerned teaching staff and other professionals;
- a published set of expectations and guidance in which boundaries between acceptable and non-acceptable behaviour are clearly defined;
- strong and effective links with parents and guardians with the aim of maintaining positive working relationships that have pupils' best interests in mind;
- a consistent and proportionate response to breaches of College Expectations and other behavioural issues that includes the application of sanctions to address serious and/or persistent behavioural problems;
- an ethos in which a sense of service to the community, consideration of and responsibility for the well-being of others, awareness of environmental issues and other aspects of responsible citizenship are all actively promoted.

Safeguarding

This policy forms part of the College's whole school approach to promoting child safeguarding and well-being, which seeks to involve everyone at the College to ensure that the best interests of pupils underpins and are at the heart of all decisions, systems, processes and policies.

Responsibility Statement

The Board of Governors have overall responsibility for all matters which are the subject of this policy. In discharging their responsibilities under this policy, the Governors expect the Leadership Team and staff to undertake the following roles:

The Leadership Team will:

- be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour, culture and an environment where everyone feels safe and supported;
- play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
- make sure all new staff are inducted clearly into the College's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
- consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy;
- ensure staff have adequate training on matters such as how certain special educational needs, disabilities or mental health needs may at time affect a pupil's behaviour; and
- encourage engagement with experts e.g. education psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and well-being.

All members of staff will:

- play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;
- uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this policy, so pupils can see examples of good habits and are sufficiently confident to ask for help when needed;
- challenge pupils to meet the College's expectations and maintain boundaries of acceptable conduct;
- communicate College expectations, routines, values and standards (set out in Annex A) both explicitly through teaching behaviour and in every interaction with pupils; and
- consider the impact of their own behaviour on school culture and how they can uphold the College rules and expectations in addition to those set out in the staff code of conduct.

Code of Conduct

The regular business of a school can only be carried out effectively in a disciplined and structured environment; one in which pupils accept and abide by a code of conduct that allows every participant to derive the greatest possible benefit from their time in lessons, on other school activities and during 'off-duty' and leisure periods, or when on off-site activities.

General Expectations

At all times, when under the College's authority, every pupil is expected to

- be trustworthy, truthful and reliable;
- act in accordance with the Law;
- commit themselves to the ethos of the College and abide by its published expectations and guidance to contribute towards the establishment of a stimulating educational environment in which all pupils can flourish;
- accept responsibility for their own progress in the school, with particular reference to learning and academic attainment;
- fulfil all obligations including punctual attendance at all compulsory activities;
- take full advantage of the wide range of co-curricular activities on offer;
- strive towards attainment in all areas of College life and support others in their attempts to do likewise;
- respect the rights of others, including that of privacy;
- behave rationally, and conduct themselves in an orderly and considerate manner — for example, by being prepared when necessary to wait in turn and queue patiently;
- show respect to those who carry authority, including speakers and adjudicators from outside school and all referees, umpires and other games officials;
- be smart and take pride in their appearance and demeanour;
- show courtesy to visitors, including parents of current and prospective pupils;
- show consideration for other members of the College community — for example, by respecting their belongings and avoiding undue noise and other forms of disturbance;
- use appropriate forms of communication and refrain from using foul language, gestures and other forms of offensive behaviour;
- act prudently to preserve their own health and safety — by eating sensibly, exercising regularly, carefully assessing risks and avoiding harmful substances;
- be accepting of and respect beliefs, opinions and ways of life that differ from their own and respect diversity of race, religion and culture, age, disability, gender reassignment, sex, sexual orientation, and all characteristics protected within our British Values under the Equality Act 2010;
- conserve the buildings, plant and grounds of the College — for example, by proper disposal of rubbish;
- be aware of environmental issues and help the College reduce its environmental impact;
- prepare for life beyond school by taking every opportunity to develop self-discipline, interpersonal skills, reliable and effective working practices and a willingness to serve the community;

Classroom Expectations

Teaching and learning are the principal functions of every school. During any school day there will be much interchanging of pupils and teachers, and it is therefore important that conduct in lessons complies with accepted standards that are well understood and universally applied. In addition to all the points made above, the following apply to the conduct of pupils in lessons. Many would also apply outside the classroom in other situations where instruction, coaching or training takes place.

All pupils must

- arrive in good time for every lesson, assemble as requested by the teacher, and enter the room quietly;

- arrive with the appropriate equipment as specified by departments and individual teachers at the beginning of an academic year or at the outset of a new course of lessons, or as directed by the teacher during a previous lesson;
- sit as directed by the teacher;
- start every lesson in a calm and ordered manner;
- ensure that mobile/smart phones and other electronic devices are switched off and cannot disturb the lesson (unless requested otherwise by the teacher);
- record appropriate information (prep, deadlines, advice etc.) as the lesson proceeds;
- listen to and follow instructions, which may be given verbally, in writing or by means of practical demonstration;
- raise a hand before answering or speaking and not interrupt a teacher or fellow pupil;
- treat others and their work with respect;
- handle equipment carefully and follow specific safety guidelines given by the teacher during a lesson (or as laid down by departments and individual teachers at the beginning of an academic year or at the outset of a new course of lessons);
- complete tasks during the lesson in a positive and well-ordered manner;
- leave the classroom quietly, returning all furniture and equipment to their proper places.

Recognition of Good Behaviour, Effort and Achievement¹

The conventional method by which teachers manage the behaviour of pupils is by sanctioning that which is bad and rewarding that which is good. However, an effective balance between the two must always be maintained. Consistently well-behaved pupils are entitled to expect to be praised or rewarded regularly in much the same way that persistent offenders are chastised or sanctioned. It is the College's intention that the frequency with which pupils are praised far exceeds that with which they are reprimanded.

The College aims to motivate its pupils and create a culture of excellence and an appropriate environment for inspirational teaching and effective learning by taking every opportunity to recognise effort, attainment and positive behaviour. Instant recognition is achieved with appreciative gestures and spoken expressions of approval, gratitude, commendation and admiration, both in the classroom and elsewhere around the College. More formal opportunities include:

- supportive comments noted on written work as part of the marking process;
- the award of merits for extra effort or attainment relating to academic work;
- the award for House or Lower School merits for worthy acts in the House or Lower School environment;
- the award of commendations for excellent pieces of work or effort that go beyond the minimum expectations of an Epsom pupil;
- the award of distinctions for particularly outstanding pieces of academic work;
- recognition in houses, in the Head's Assemblies, in Head of Lower School Assemblies, at year group assemblies and at Final Roll of pupils who have accrued a number of merits, commendations, honours and/or distinctions;
- confirmation by subject teachers of academic achievement in regular official communication to parents (interim reports, and abridged and full end-of-term reports);
- recognition in houses, in the Head's Assemblies, in Head of Lower School Assemblies, year group assemblies and at Final Roll of pupils who have been awarded colours;

¹ See "Rewards and Sanctions" - levels and hierarchy - and "Co-curricular and Pastoral" (Annex B)

- recognition in houses, in the Head's Assemblies, Head of Lower School Assemblies, year group assemblies and at Final Roll of pupils who have made a particularly commendable contribution to school activities such as music, drama, Chapel, CCF;
- recognition in housemasters' /mistresses' and Head of Lower School reports of achievement in any sphere of school activity;
- frequent informal communication between housemasters/mistresses, Head of Lower School, tutors and parents.

Praise and rewards may be given to an individual pupil, a group of pupils within a class or house year group, a whole class or house or even the entire school. In particular, every opportunity should be taken to praise pupils who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

Praise and rewards can be used to help reinforce efforts to tackle one particular aspect of behaviour. For example, when there is concern about misbehaviour on journeys to and from school praise might be aimed purposely at pupils who make efforts to subdue such behaviour and act as positive ambassadors for the College.

Use of Disciplinary Sanctions²

All schools now have a statutory power to discipline pupils for breaches of College expectations, failure to follow instructions or other unacceptable conduct. Legislation has confirmed and clarified the right of a school to impose disciplinary sanctions on a pupil whose conduct falls below the standard that could reasonably be expected of them.³ Use of disciplinary sanctions must be reasonable and proportionate to the circumstances of the case, and teaching staff should apply them consistently and fairly. Account may need to be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil.

Disciplinary measures have three main purposes:

- to impress on the perpetrator that what they have done is unacceptable;
- to deter the pupil from repeating that behaviour;
- to signal to other pupils that the behaviour is unacceptable and thereby deter them from doing it.

The application of sanctions is more likely to promote positive behaviour if pupils view the process as being fair. Teaching staff are advised to:

- make it clear during any clarification that it is always in a pupil's best interests to tell the truth, and that the pupil's candour will be reflected in any sanction that is eventually applied;
- make it clear where appropriate that a sanction is being applied to deal with a pupil's behaviour and not to stigmatise the pupil;
- avoid early escalation towards severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic, by taking into account a pupil's individual needs, age and understanding;
- wherever possible, avoid whole-group sanctions that sanction the innocent as well as the guilty;

² See "Rewards and Sanctions" - levels and hierarchy - and "Co-curricular and Pastoral" (Annex B).

³ Education and Inspection Act 2006, Section 91.

- consider using sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not completed in class the pupil might be brought back to finish it off);
- use sanctions to help the pupil and others to learn from mistakes, and recognize how they can improve their behaviour;
- when appropriate, use sanctions that put right harm caused by unacceptable behaviour;
- never issue a sanction that is humiliating or degrading;
- apply sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent, such that pupils should know that a sanction, when mentioned, will be used;
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and increasingly take responsibility for their own behaviour;
- ensure that all sanctions are recorded on iSAMS.

Sanctions should not be used where low-level interventions, such as the giving of a non-verbal signal or reminding a pupil of a rule, would be all that is needed. Staff should also consider when it might be more appropriate to encourage pupils to reflect on the harmful effects of their misbehaviour, rather than impose a sanction; for example, through producing a written account of the problem, or through individual or group discussions aimed at repairing relationships.

Academic Interventions⁴

These are designed to overturn persistent low-level offences in pupils, such as poor effort in prep or poor engagement in lessons, through a carefully staged process that involves the pupil throughout. A pupil who has been identified as requiring an intervention meets with the Head of Year and agrees behavioural targets; the pupil's behaviour is then reviewed within a set time. In most cases, pupils respond positively to this bespoke process and their behaviour improves. However, should a pupil have not adhered to their agreed behaviours, they are seen by more senior members of staff and the process of agreeing behavioural targets is repeated. The final stage is for the pupil to meet with the Head who will also agree targets for future behaviour; if the pupil does not adhere to these targets, then the Head may require the pupil to take some time away from the College to review their commitment to their College career. The whole process is overseen by the Assistant Head: Senior School.

Approved Sanctions

Green Paper: A written sanction issued by the classroom teacher. This will usually be given for late or no homework, poor or incomplete work, persistent lateness for lessons, talking in class, having no equipment or inattention in class or for poor behaviour outside the classroom. The sanction should be issued on iSAMS and include an appropriate task that the pupil needs to complete within 48 hours of the sanction being set. The issuing teacher is responsible for following this up. If the pupil fails to meet the 48-hour deadline then the classroom teacher should escalate the Green Paper to a Departmental Detention and inform the relevant HMM or HoLS as appropriate.

Departmental Detention: Failure to complete a Green Paper, more serious misbehaviour in class, poor performance in a test, accumulation of three green papers/subject in a term (monitored by the Head of

⁴ See Academic Intervention Policy

Department) warrants a Departmental Detention. Departmental Detentions take place during P8 (5.05 - 5.55 pm) on Monday and Friday afternoons and are manned by members of a department.

School Detention: School Detentions are administered by the Second Master. They take place each Saturday from 6.30 - 7.30 p.m. and are supervised by members of Common Room on a rota basis. Parents are formally informed by the Housemaster/Housemistress or Head of Lower School. A pupil may be placed in School Detention for the following reasons, although the list is not exhaustive: missing Departmental Detention, non-attendance at a lesson, more serious misbehaviour in class, three Departmental Detentions/subject in a term or serious breaches of College and/or House/Lower School rules. Written work of an academic nature in support of the pupil's learning is set for the pupil to complete.

House Sanctions: A pupil may be set a House Sanction under the authority of the Housemaster/Housemistress. House Sanctions are given for more minor breaches of School or House rules and it is likely the sanction will be a community-based task - e.g. clearing up the House Brew Room - or the pupil may be set academic work to complete.

House Detention: A House detention is given for more major infringements of House or College rules (or persistent minor infringements) and is administered by the Housemaster/Housemistress. A House Detention will involve a pupil being required to remain in school after normal school hours and complete extra academic work during this time. A House detention is of one hour in duration, in exceptional circumstances and with the permission of the Second Master, a maximum of two hours.

Head of Year Detention (Lower School): A HoY Detention can be seen as an equivalent to a House Detention for the younger members of the College. It is given for a significant infringement of Lower School or College rules, or for repeated minor infringements and is positioned below the level of a Head of Lower School Detention. A HoY detention will involve a pupil being required to miss a morning or afternoon break time under the supervision of their Head of Year. Pupils will be given a reflective task to complete and have the opportunity for sensible guidance from their Head of Year.

Head of Lower School Detention: A HoLS Detention is given for more major infringements of Lower School or College rules (or persistent minor infringements) by Lower School pupils and is administered by the Head of Lower School. A HoLS Detention will involve a pupil being required to remain in school after normal school hours and complete extra academic work during this time. A HoLS Detention is one hour in duration or, in exceptional circumstances and with the permission of the Second Master, a maximum of two hours.

Disciplinary powers of prefects: College Prefects and House Prefects have limited authority to sanction pupils for minor offences in the house or around school (College Prefects only). If a situation requires more than a verbal reprimand and explanation, it is crucial to report the incident to a member of staff, such as the HMM, Matron, Tutor or member of staff. The appropriate sanction will then be administered by the member of staff. All such sanctions must be recorded on iSAMS and are carefully monitored by the Housemaster/mistress⁵.

Other Sanctions: A pupil may be set an Activity Sanction (usually set for persistent non-attendance or poor behaviour at an activity) by the teacher in charge. Pupils may also be set a Quad Sanction (for leaving books/files etc. overnight in the quad 'lockers') by the Second Master.

Head's Detention: This takes place up to four times a term on a Saturday evening from 5.30 - 7.30 p.m. and is administered by the Second Master. Parents are formally informed and the pupil is required to see the Second

Master in advance of the Detention. Pupils may be put in Head's Detention for serious academic issues - e.g, plagiarism, accumulation of three School Detentions in an academic year, extreme rudeness to staff etc. - or for very serious breaches of College rules.

Exclusion (temporary or permanent): The Head may at their discretion require parents to remove or may suspend a pupil from the College if they consider that the pupil's attendance, progress or behaviour (including behaviour outside school) is seriously unsatisfactory and in the Head's reasonable opinion the removal is in the interest of the pupil, or in the College's best interests. The Second Master has the same authority in the absence of the Head⁶.

Corporal Punishment

There is no corporal punishment at Epsom College, as required by Section 131 of the School Standards and Framework Act 1998. This includes the administration of corporal punishment to a pupil during any activity, whether or not on the school premises, and applies to all staff employed by Epsom College including any acting *in loco parentis* such as unpaid volunteer supervisors. The circumstances under which physical restraint may be used are noted below and in the College's policy: "Use of Reasonable Force to Control or Restrain Pupils".

Malicious Allegations Against Staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy. Where a parent has made a deliberately invented or malicious allegation, the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

Recording of Sanctions for Serious Misbehaviour

The Second Master is responsible for keeping a record of all sanctions imposed on pupils for incidents of serious misbehaviour. The detail recorded will include a summary of the offence and sanction, together with all paperwork relating to the incident. This log is regularly monitored by the Second Master, together with the Head as necessary. The Second Master also meets with the Governor responsible for Safeguarding (Chair of the S & P Governors' Committee) on a termly basis to discuss all such incidents and their outcomes.

Physical Intervention

There are circumstances when teachers and other adults in positions of responsibility are empowered to act in a way that involves some form of physical intervention — in particular when the health and safety of pupils or anyone else is seen to be at risk, but also to prevent damage to property and possessions and in some situations to preserve good order and discipline at the College.⁷ In all cases the intervention should be reasonable and proportionate.

Guidance to teaching staff and others enabling them to conduct themselves in an appropriate manner on those rare occasions when it is deemed necessary to use some form of **force** including **physical restraint** is offered in the policy document *Use of Reasonable Force to Control or Restrain Pupils* which takes guidance from the DfE non-statutory publication "Use of Reasonable Force - July 2013" (reviewed in 2015).

Searching Pupils

Please see the College's Search Policy (also in Annex C) for the College's policy on searching and confiscation and the definition of prohibited items.

⁶ See "Exclusions, Removals and Review Policy" for full details.

⁷ Education and Inspection Act 2006, Section 93.

Further Information on Roles and Responsibilities

All **teaching staff** should be firm and fair in their application of discipline within and outside the classroom. It is their responsibility to take positive, affirmative action to ensure that the College's expectations, procedures and that which is taken to be 'best practice' are all adhered to. In addition to the common law duty of a teacher to take such care of the children in their charge as a careful parent would take of their own children, there is a statutory duty imposed on teachers to promote the general progress and well-being of individual pupils or groups or classes assigned to them, to maintain good order and discipline among the pupils and to safeguard their health and safety. (This duty includes ensuring as far as possible that pupils are free from bullying and harassment.) Teachers are encouraged to seek advice from their Head of Department or from other senior colleagues concerning the management of particularly demanding groups of pupils or of individuals.

Tutors monitor all aspects of the school career of each of their tutees, which for some will include interpretation of and compliance with features of the College's code of conduct. Through regular one-to-one conversations and more open discussions during weekly tutor periods, some of which may have been instigated by the Head of Year, tutors offer guidance to their tutees on a range of pastoral issues, including those that relate directly to behaviour. The odd nudge in a particular direction or well-timed piece of advice can change a course of action, transform the tutee's perspective on life at school or even avert a potential harm.⁸

Heads of Department⁹ are responsible for maintaining standards of behaviour and discipline within their departments that must reflect any health and safety issues associated with the teaching of particular subjects. They will offer advice and guidance to newly appointed teachers, paying particular attention to the needs of those in a first appointment. They will monitor the use of sanctions including departmental detentions and when appropriate oversee the transfer of recidivistic pupils to a school detention and ultimately to a Head's Detention.

Heads of Year are responsible for monitoring the discipline across a given year group. The Head of Year will work closely with the Second Master when setting strategies and dealing with matters of behaviour and discipline.

The Housemaster or Housemistress¹⁰ of each house is responsible for overseeing the progress through the school of all pupils in the house and for ensuring that their safety, good discipline and pastoral well-being are all properly provided for. By means of encouragement and reward, and by the application of a clearly understood and fair system of sanctions, the housemaster/mistress vigorously promotes acceptance of the code of conduct of the house and that of the College. They are the principal point of contact for colleagues and parents concerning all aspects of a pupil's behaviour and will inform the Second Master or Head of severe breaches of discipline including cases of bullying, substance misuse or sexual misconduct.

The Head of Lower School is responsible for overseeing the progress of all pupils in the Lower School and for the general discipline of these pupils. They are the principal point of contact for colleagues and parents concerning all aspects of a pupil's behaviour and will inform the Second Master or Head of severe breaches of discipline including cases of bullying, substance misuse or sexual misconduct. In addition, they will work closely with the Second Master on all matters of behaviour and discipline in the Lower School.

The Designated Safeguarding Lead (DSL) is responsible for all matters of child protection and safeguarding at the College, reporting to the Head. Where behavioural incidents may overlap with safeguarding concerns

⁸ *Tutor's Job Description*, May 2023.

⁹ Head of Department Responsibilities: Monitoring of academic sanctions, rewards and behaviour.

¹⁰ HMM Responsibilities: House Rewards, Sanctions & Recording Incidents.

regarding a particular pupil (or pupils), the DSL will be involved in any clarifications and likely outcomes. In particular, the DSL will be involved with any instances of child on child abuse and bullying. In addition, the DSL will also be consulted and, if necessary involved, where there are safeguarding concerns concerning pupils who may be involved in poor behaviour. Further detail on the responsibilities of the DSL can be found in the College's *Child Protection and Safeguarding Policy*.

Head of Equality, Diversity and Inclusion (EDI) promotes positive behaviour across the College through raising awareness about the lives of people with 'protected characteristics' as defined by the Equality Act (2010). Pupils with 'protected characteristics' are informed of various sources of support within the College. If there is an instance of wrongdoing directed towards a pupil with protected characteristics, the Second Master may involve the Head of EDI to meet with affected pupils. The Head of EDI may offer support to students who have been adversely affected by such wrongdoing and help to students who have caused such upset to reflect upon their behaviour.

The **Deputy Head (Academic)** is responsible for maintaining standards of and consistency across departments in classroom behaviour, reporting (including the application of effort and attainment grades) and the award of rewards and sanctions.

The **Second Master** is responsible for maintaining standards of pupils' behaviour and discipline throughout the College. He will inform the Head about any significant behavioural issues that arise. He will annually review, update and re-issue *Guidance for Pupils*, monitor and revise as necessary all other procedures and policy documents that relate to the welfare or conduct of pupils, and advise teaching staff and others of developments. He will manage the administration and supervision of weekly School Detentions and Head's Detentions on occasional Saturday evenings and will ensure that thorough records are kept of all incidents of serious misbehaviour.

The **Head** is responsible to the Board of Governors for ensuring appropriate standards of discipline within the College, and for the promotion of positive behaviour. They will determine the main principles behind any behaviour policy and ensure it does not conflict with other College policies. They will determine all issues of exclusion. They will ensure that parents are aware of this Behaviour Policy.

The **Governors** endorse the principles underlying the policy and require the Head to ensure appropriate standards of behaviour and discipline within the school so as to ensure there is a positive and safe environment for all pupils.

All staff are required to follow the Staff Code of Conduct policy, to implement this behaviour policy equitably to all pupils. They have an additional duty under the Counter-Terrorism and Security Act since March 2015 to prevent people being drawn into terrorism, and to identify any behaviours which should be reported to the police, and the Surrey Channel panel when this is in place.

Parents are advised of this policy and are expected to support the school in its implementation.

Pupils must abide by the requirements of this policy as outlined in the *Guidance for Pupils*.

In addition:

- Every pupil will be made aware of the College's behaviour standards, expectations, pastoral support and the College's approach to a failure to meet required standards. Pupils will be taught they have a duty to follow the College Behaviour Policy and uphold the college rules and expectations and should contribute to the school culture.
- Pupils should be asked about their experience of behaviour and asked to provide feedback on the College's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the expectations of behaviour which are held within the College.