Radnor House
SEVENOAKS
celebrating every individual

Behaviour Policy

Applies to:

- All staff (teaching and non-teaching), the directors and volunteers working in the School.
- Pupils, Parents, Guardians and Caregivers
- Visitors and Contractors

Availability:

This policy is made available in the following ways:

- The School's website www.radnor-sevenoaks.org;
- Via Teams, All Staff Shared Documents, Compliance, Policies;
- On request a copy may be obtained from the School's Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Board of Directors undertake a formal annual review of this policy.

Signed:

David Paton
Head

Ian Davies
Chairman of the Board of Directors

Reviewed: September 2026
Next Review: September 2027

1 Preamble

1.1 The ethos of Radnor House Sevenoaks (the School) is such that all who come here are valued as individuals in their own right. This policy applies to the whole School.

1.2 Good behaviour is central to a good education. Pupils are given clear and consistent guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other pupils and adults. Pupils should never be allowed to feel that negative comments relating to gender, sexism, elitism, racism, sectarianism, islamophobia, homophobia, transphobia, etc. are acceptable.

1.3 All members of staff have an important role to play in promoting good behaviour.

1.4 This School is expected to be a place where:

a) All individuals are respected and their individuality valued;

b) Pupils are encouraged to achieve;

c) Self-discipline is promoted, and good behaviour is the norm;

d) Recognition for achievements and consequences for unacceptable behaviour are applied fairly and consistently;

e) Bullying, disruption and harassment are not tolerated;

f) Early intervention is the norm – some pupils will need additional support to reach the expected standard of behaviour. This support will be identified early and put in place as soon as possible, ideally to avoid the misbehaviour happening in the first place;

g) There is an emphasis on self-discipline.

1.5 The School is committed to promoting the highest standards of behaviour and to ensuring those standards of behaviour are monitored and maintained so that the stated aims of the school can be achieved. It is crucial that we foster and develop an atmosphere in which pupils can learn and that we create a climate in which pupils not only know exactly what standards of behaviour are required of them but also appreciate that it is one in which relationships are based on mutual respect. Pupils will be made aware of our School's expectations.

1.6 This policy includes details of how we promote good behaviour amongst pupils, including recognition of achievement and the consequences of pupil misbehaviour. In formulating our Behaviour Policy, we first define the terms 'behaviour' and 'discipline'.

1.7 Good behaviour is conduct that assists the School to fulfil its function and achieve its aims.

1.8 Discipline is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions, together with the consequences.

1.9 As part of our Behaviour Policy all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber - bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Equally, staff should be able to flourish and achieve in safety and dignity.

1.10 Bullying can occur through several types of anti-social behaviour. We ensure that pupils are able to understand and respond to risk, for example, risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

1.11 Our School makes the relevant information available to comply with the above. Our policies, working

practices, documentation and record keeping support the implementation outlined above.

1.12 This Behaviour Policy is dovetailed with the school Anti-bullying Policy and makes it clear what the consequences are for bullying.

1.13 The School follows the DfE Guidance "Behaviour and Discipline in Schools, Advice for headteachers and school staff" Feb 2024.

2 The Role of the Head

2.1 The Head has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

2.2 The Head's role is to determine the detail of the standard of behaviour acceptable to the School, having responsibility for maintaining day-to-day discipline in the School, which will include making rules and provision for enforcing them. The Head should:

a) Provide support for staff faced with challenging behaviour.

b) Promote self-discipline and proper regard for authority among pupils; have a consistent approach to behaviour management; and have clear, well-organised working practices along with maintaining its facilities to a high standard.

c) Encourage good behaviour and respect for others and prevent all forms of bullying; ensure that the standard of behaviour is acceptable; and regulate the conduct of pupils.

d) Provide support to pupils to self-manage their behaviours, taking into account all aspects of the child and why they are displaying certain behaviours; provide staff development and support; and liaise with parents and other agencies.

e) Consider issues related to pupils with special educational needs and/or disabilities, and ensure that reasonable adjustments are made for these pupils.

f) Make provision for continuous professional development with reference to positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures.

g) Have regular whole School discussions about pupils' behaviours and record behaviour strategies in online behaviour management logs; manage pupils' transitions.

h) Ensure a strong school leadership; support teachers with classroom management; implement the School's behaviour strategy and the teaching of good behaviour.

i) Have an understanding of current legislation, research and philosophy on promoting positive behaviour, including where it may require additional support for example, for pupils identified as having SEND.

j) Access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development.

k) Familiarise new staff members with the School's Behaviour Policy and guidelines for behaviour.

3 The Role of All Members of Staff

3.1 All members of staff are expected to encourage good behaviour and respect for others in pupils, and to apply all recognitions and consequences behaviour strategies fairly and consistently.

3.2 Members of staff are also responsible for ensuring that this policy and its attendant procedures are followed and consistently and fairly applied.

3.3 Well-planned, interesting and demanding lessons make a major contribution to good discipline.

3.4 Members of staff need to recognise that codes for interacting with other people vary between

cultures, and staff need to be aware of and respect those used by all members of the School.

3.5 All members of staff need to provide a positive model of behaviour by engaging respectfully with pupils, parents and one another.

3.6 Through regular discussions at staff meetings, regular training and briefings regarding pupils' behaviours, the School endeavours to ensure that members of staff fully understand and apply all standards fairly and consistently, and share relevant information with colleagues as appropriate.

3.7 All specific behaviour issues will be monitored and recorded electronically on iSAMs. Parents will be informed as and when appropriate.

3.8 All members of staff are expected to be clear in their understanding of the standards expected of pupils and to be vigilant in ensuring that any lapses of behaviour, either in or out of the classroom, do not go unchecked. With this in mind, all staff should strive to:

a) Develop an effective rapport with each individual pupil; establish a feeling of security for pupils by being consistent, firm and fair with them.

b) Avoid direct confrontation but deal with situations in a calm and reasoned manner.

c) Know the whereabouts of every pupil in their charge at all times.

d) Seek advice from SLT/PLT or Pastoral Leaders as and when the need arises; and follow the procedures outlined in the appendices.

e) Apply and reinforce the school rules (see Appendix A and D).

f) Establish and use basic routines, e.g. entry, taking the register, exit, etc.

g) Arrive on time to lessons and start them punctually.

h) Use a seating plan where appropriate.

i) Share the learning objectives and learning outcomes with the pupils at the start of the lesson, positively reinforcing and rewarding good behaviour.

j) Use differentiated materials as appropriate, taking into account any pupils with additional needs.

k) Model the standard of courtesy expected from pupils.

l) Address poor behaviour.

m) Criticise the behaviour, not the pupil.

n) As far as possible, use private rather than public reprimands for individuals.

o) Use the School rewards to support good behaviour with House points awards.

p) Use the School system of sanctions to address poor behaviour.

q) Discuss pupils whose behaviour is causing a concern with the HOD/HOY, and also pass this information to the relevant Tutor.

r) Carry out peer observation as a means of developing new ideas.

4 The Role of the Pupils

4.1 The School demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a pupil enters the School.

4.2 Punctual attendance at School and lessons is required.

4.3 Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures, expectations and consequence processes.

4.4 Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any

forms of harassment are reported.

4.5 We recognise that every pupil has the right to feel safe, to learn, and to be treated with respect.

4.6 Pupils will be supported to achieve the required standards of behaviour.

4.7 Linked to those rights, pupils at are expected to behave with courtesy and consideration for others and in accordance with School values, including adherence to the School rules set out in Appendix A.

5 The Role of Parents

5.1 The School strongly encourages an ethos and culture whereby there is clear communication with, and the support of, parents. The role of parents is crucial in helping the School develop and maintain good behaviour.

5.2 Parents are expected to take responsibility for the behaviour of their child both inside and outside the School.

5.3 We expect a supportive and respectful dialogue between the home and the School, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and, ideally, decide jointly how to respond appropriately.

5.5 By working collaboratively with parents, pupils receive consistent messages about how to behave at home and at School. We expect parents to encourage their children to support the School rules, their child's learning, and to co-operate with the School.

5.6 It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. Parents should not become angry publicly, and if they have a concern this should be dealt with in privacy. If parents were to show aggressive or abusive behaviour, it can present a risk to staff and pupils. If there are any concerns about the behaviours of parents or visitors, they are required to leave the premises. If there is a court order against a parent seeing their child, the School will abide by the conditions of the order.

5.7 All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our School ethos.

6 The Class Teacher and Classroom Management Support

6.1 The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the School if needed. The School has clear policies concerning teaching and learning.

6.2 Members of staff are supported with effective classroom management strategies to ensure effective behaviour management.

6.3 Within the classroom, pupils will be given the opportunity to take responsibility and to use their initiative for the good order of the class.

6.4 The general practice of classroom management involves many opportunities for recognition being given to pupils on a daily basis. These include verbal praise, written remarks about good work, stickers/stars, sending children with their work to other teachers/Head, credits/House Points which are linked to the house system.

6.5 School reports are also seen as a means of providing both constructive praise and guidance for improvement.

7 Standards of Behaviour

7.1 The School demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a pupil enters the School.

7.2 All members of staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at School and lessons is required.

7.3 Behaviour that does not allow constructive teaching and learning is unacceptable. All members of staff have a duty to ensure that disruption, however low-level, is not tolerated.

8 The School Environment

8.1 We are well aware of the impact of the School environment on the behaviour of our pupils. If we are to raise self - esteem and demonstrate the value of each individual member of our School then we must make sure that this is reflected in the appearance of the School.

8.2 The care and sensitivity with which pupils' work is displayed and celebrated both in the classroom and throughout the School will radically affect the feeling of welcome, and ownership by all.

8.3 Staff have a commitment to the appearance of the School buildings by picking up litter, noting displays coming adrift and removing items left lying around.

8.4 Pupils are encouraged to be similarly aware so that they feel they personally have a responsibility for keeping the School clean, tidy and attractive. Pupils showing pride in their own classroom and cloakroom is the first step towards this.

9 School Counsellor Option as part of Support for Pupils to Self-Manage their Behaviour

9.1 It may be helpful for an impartial member of staff to become involved or to be consulted. The use of a Counsellor is established as a support mechanism and can be used for on-going behavioural problems or in times of personal need. At this School, the pupils will know this person as the School Counsellor who the School employs. The Head or members of LT are always available as a point of reference.

10 Staff Development and Support

10.1 We support our staff in managing and modifying pupils' behaviour through appropriate continuing professional development and training, which includes bringing in specialist trainers to further develop staff skills. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

11 Support Systems for Pupils

11.1 The School places considerable emphasis on the pastoral support for all pupils. We have set procedures for supporting children with their behaviour problems. Pupils are supported in their behaviour through high expectations of positive behaviour instilled in all interactions with School staff, including assemblies, Personal, Social, Health, Economic education (PSHEE), Relationship and Sex Education, class routines, circle time lessons, and positive role models of older children. Where appropriate, Pastoral Care Plans are put in place.

11.2 In some cases, we may refer pupils to outside agencies who will liaise with both the School and their parents/carers to provide additional support.

12 Liaison with Parents and External Agencies

12.1 We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the School and the child's parents

to provide additional support. This School also has access to educational psychologists and the educational welfare service at the local authority.

12.2 The School has a good working relationship with the local authority and complies with their safeguarding procedures.

13 Managing Pupil Transition

13.1 We carefully manage the transition of the pupils through each stage of their school career. Our staff team is in constant communication and any specific pupil support systems or strategies are seamlessly integrated as each pupil moves through the School to ensure consistency in their behaviour management.

13.2 A principal tool in achieving this consistency of approach across all sections and enhancing staff knowledge of pupils derives from the strong pastoral monitoring of and support for pupils identified as being in need.

13.3 Pupil transition is also supported through trips and assemblies, which furthers bonds within the School section through celebrating the successes of individuals and groups.

14 Supporting More Vulnerable Pupils

14.1 A good behaviour culture across the School will create a calm, orderly environment which benefits more vulnerable pupils, enabling them to learn and feel confident about asking for help and support.

14.2 In accordance with the Equality Act 2010, the School acknowledges its legal duties in respect of safeguarding and SEND. In particular, we take account of SEND when considering behaviour, discipline and sanctions.

14.3 Reasonable adjustments will be made according to the pupil's individual specific needs in line with this legislation. Consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and consequences, including exclusion.

14.4 Pupils will not be treated less favourably for reasons related to the disability, and steps will be taken to ensure this. Steps could include differentiation in the School's behaviour policy, behaviour modification strategies and requesting external help with the pupil.

14.5 All recognitions and consequences must be applied fairly and consistently, and in accordance with the School's Learning Differences, including SEND Policy. Furthermore, there will be no discrimination based on gender, race, religion, belief, culture, sexual orientation, gender identity, special educational needs or disability. The School will always take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability, and steps will be taken to ensure this. We will pay particular attention as well to the needs of looked-after pupils.

15 Recording

15.1 Behaviour and Serious Sanction Logs: those with senior pastoral responsibilities in the leadership and management regularly check the School's records (iSAMs) and the serious sanctions log so that behavioural patterns can be identified, which are then reported to the Head for consideration and action by the senior leadership.

15.2 The School keeps a record of incidents of misbehaviour. This includes a register of serious sanctions imposed for serious misbehaviour. The class teacher records any significant classroom incidents. These notes are kept on the School's information management system (iSAMs).

15.3 We also keep a record of any incidents of misbehaviour that occur at break or lunchtime. These incidents will be recorded on iSAMs (see the Consequences Summaries for more guidance).

15.4 All areas of application of these policies will be monitored routinely. Serious sanctions at the School are Fixed Penalty Exclusion (Suspension) and Permanent Exclusions (Expulsion). Neither sanction is used

lightly. Saturday Detention is also used as a Serious Sanction.

15.5 A Serious Sanctions Log is kept electronically. A copy of all discipline letters to parents is kept on file in the relevant pupil records. The Head must be made aware of any serious incident where very aggressive or uncontrolled behaviour has put other pupils at risk or has endangered the safety of the pupil concerned. The Head keeps a record of any pupil who is placed on Saturday Detention, excluded for a fixed-term (suspended), or who is permanently excluded.

15.6 The power to suspend or expel a pupil can only be exercised by the Head. If the Head excludes a pupil, the parents are informed immediately, giving reasons for the exclusion.

15.7 For permanent exclusions, the Head must make it clear to the parents that they can, if they wish, appeal against the decision to the Chairman of the Board. The School informs the parents how to make any such appeal. It is the responsibility of the Board, with the help of the Head and Leadership Team, to monitor the rate of exclusions and to ensure that the School policy is administered fairly and consistently.

16 Behaviour Outside School

16.1 Pupils' behaviour outside School on educational visits and sports fixtures is subject to the School's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in School. In cases of serious bad behaviour, parents will collect their pupil from the venue.

16.2 The Head will not allow pupils to participate in an educational visit (including residential visits) if their behaviour at School indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences whilst on an educational visit will result in the parents having to collect the pupil from the venue at their own expense.

16.3 Any pupil found to show misbehaviour or bullying outside the School gates (including pupils travelling to/from School, on an educational visit, wearing School uniform externally, or where a pupil can be identified such as through an email, etc.) that is witnessed by a staff member or is reported to the Head will be subject to proportionate disciplinary measures.

16.4 External misbehaviour includes behaviour that could have repercussions on the orderly running of the S chool, posing a threat to another pupil or member of the public, or behaviour that could adversely affect the reputation of the School. Serious misbehaviour which could lead to exclusion from the School should always be referred to a member of the Leadership Team.

17 Anti-Bullying / Child on Child Abuse

17.1 For information on how we aim to discourage but, if necessary, deal with incidents of bullying, including cyber-bullying, please see our Anti-Bullying Policy. For details of how we prevent child-on-child abuse and respond to incidents of such abuse, please see our Safeguarding Policy. The School does not tolerate physical assaults; they are likely to lead to a temporary exclusion.

18 Corporal Punishment and Other Unacceptable Punishments

18.1 Corporal punishment is prohibited in all Schools and is a criminal offence. The School's policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the School premises. The prohibition applies to all members of staff. The oral threat of corporal punishment is also strictly forbidden.

18.2 The following consequences will never be used:

a) corporal punishment;

b) any form of hitting of a pupil (including hitting a pupil in anger or retaliation);

c) deprivation of food or drink;

d) enforced eating or drinking;

e) prevention of contact by telephone to parents or any appropriate independent listener or helpline;

f) requirement to wear distinctive clothing;

g) withholding of any aids or equipment needed by a pupil.

19 Physical Intervention

19.1 Staff may use physical intervention to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the pupil). The position is stated in DfE Guidance Behaviour and Discipline in Schools. Staff do not hit, push or slap pupils. Staff only intervene physically to restrain pupils to prevent them from injuring themselves or others, damaging property or committing a criminal offence.

19.2 The School follows the DfE Guidance "Use of Reasonable Force – advice for school leaders, staff and governing bodies" (2013). The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain the pupil. 'Reasonable' means 'using no more force than is needed'.

19.3 Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head and recorded in the pupil's personal file. The pupil's parents are informed on the same day.

19.4 Records are kept of when force is used, and parents are informed. Training and Guidance are given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

20 Involvement of Pupils

The Behaviour Policy, including the process for recognition and consequences, is discussed with all pupils at least annually under the direction of pastoral leaders (Heads of Sixth Form or Year in the Senior School and Class Teachers and Heads of Key Stage in the Prep School).

21 Disciplinary Action against Pupils who are found to have made Malicious Accusations against Staff

21.1 Malicious accusations against our staff are not acceptable and are taken very seriously. If an allegation is determined to be unfounded, the School will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. The matter will also be dealt with by the School under its disciplinary procedures for serious misconduct.

Appendix A: School Rules

Senior School Rules (This is not an exhaustive list)

In accordance with school values, pupils at Radnor House Sevenoaks will strive for excellence and treat people and property with respect. School values have been made more explicit in the following rules:

- Arrive at lessons on time and properly equipped
- Enter the classroom in an orderly manner, when invited by the teacher, and sit in the place allocated by the teacher.
- Ensure that telephones and other electronic devices are switched off (Sixth Form) or left at reception/locked in their locker (all other years). The School will take no responsibility for electronic devices on site that are not safely secured in lockers, including mobile telephones.
- Have their laptops turned off until the teacher instructs them to be turned on.
- Follow the particular ground rules established by the staff for lessons in which practical work takes place.
- Contribute to the creation of a good learning atmosphere; treat all other pupils, members of staff and visitors with respect.
- Ensure the classroom is left in a tidy state at the end of each lesson, and leave the classroom in an orderly manner.
- Move between lessons and around the building and site in a safe and sensible manner.
- Behave in a safe and responsible manner at break and lunchtimes, which does not disrupt other learning activities and respects the out-of-bounds areas.
- Chewing gum is not allowed in School or on School buses at all.
- Pupils will maintain high standards of behaviour in the Dining Room, adhering to the following rules: go into the Dining Room only at the allocated times; line up for their food in a safe and sensible manner; remain seated whilst eating or drinking and deliver all used plates, cutlery and cups to the appropriate location when their meal is finished; bags are not to be taken into the Dining Room; trays must be used at all times.
- Avoid any interference with the equipment or property of others; look after and take pride in the equipment, facilities and buildings of the School.
- Wear the school uniform correctly and with pride. Pupils should be smart, with shirts tucked in, ties done up and skirts unrolled.
- Adhere to the Home/School Agreement in all respects and in particular with reference to the use of ICT equipment at and to familiarise themselves with the rules on computer use displayed in each room and the Acceptable Use Policy.
- Pupils should remember that they are ambassadors for the School and to act accordingly within and outside the walls of the School. Pupils are expected to dress and behave in a way that reflects the high standards the School seeks to achieve.

Prep School Rules

In accordance with School values, pupils will strive for excellence and treat people and property with respect. School values have been made more explicit in the following rules:

We show Respect by:

- We listen to the teacher or adult.
- We listen to others.
- We use 'indoor voices' when we are inside.
- We put our hand up if we want to speak or to answer a question unless we have been encouraged not to.
- We always say "please" and "thank you".
- We keep our hands and feet to ourselves.
- We look after our belongings and the belongings of others.
- We look afterthe furniture in our classrooms and try to keep our classroom tidy.
- We sit where our teacher has asked us to sit.
- If we are using technology, we do not touch it until our teacher tells us to.
- We follow the Acceptable Use Policy for ICT and show respect for others online.
- We walk between our lessons.
- We use good table manners at lunchtime.
- We listen to the teacher on duty at lunchtime in the dining hall and in the playground, and only climb the marked trees to the height indicated.
- We stop and listen when we hear someone blow the whistle or ring the bell.
- We complete our homework on time.
- We only wear clothing and hair accessories that are on the uniform list.
- We are not allowed to bring chewing gum or any other sweets into School.
- If we get the minibus to School, we must hand in our mobile phone to the office at the start of the day; otherwise, we should not bring a mobile phone to School.
- We are proud to be pupils at Radnor House School, and we will behave in a way that we can be proud of when we are out in public in our uniform.

Appendix B: Rewards and Sanctions

Rewards

Throughout the School, good behaviour is promoted at all times. The School believes that it is important to acknowledge those who demonstrate a high level of cooperation and good behaviour. We endeavour to raise Pupils' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise Pupils and, where appropriate, reward them for good behaviour and effort.

General Encouragement

All members of the teaching staff should be alert to opportunities for offering, routinely and informally, encouragement and endorsement when a Pupil has demonstrated achievement aligned to the School values. In addition to such informal praise and encouragement, there are various ways in which notable achievements or contributions can be acknowledged formally. Ultimately, we encourage our Pupils to foster intrinsic motivation so that material rewards become redundant.

Cups, Trophies and Shields

Awards for all aspects of school life; for individual and team achievement, are presented at the annual Prize Giving ceremonies.

The main awards are the Values Shields, the Head's Award and the Oracy Cup.

Other awards given at the annual Senior School Prize Giving focus on the performance of pupils in their subjects across the four Core Values.

House Points

In the Prep School, we believe that the best reward for worthwhile achievement is the acknowledgement of that success, seasoned with a sprinkling of praise. Therefore, a fair and equitable approach is encouraged. We praise and reward children for good behaviour and work in a variety of ways:

- Teachers congratulate children
- Teachers give children House Points
- Stickers are also used throughout the Prep School to reward good behaviour and work
- Exceptional work by an individual pupil is displayed on the Head of the Prep School's Wall of Wonder.

From Reception upwards, House Points are awarded when a child demonstrates behaviour which follows our Core Values. House Points may be awarded for excellent work, for courage to attempt new things, for perseverance when finding a task challenging or for showing kindness or respect to others.

The points which each individual child earns will contribute to their House's overall House Point Total. These totals will be shared with the children at the end of each term, and the House Cup will be awarded to the House with the greatest number of House Points. Additionally, each child will be awarded an individual certificate in the weekly Celebration Assembly, which occurs on Mondays, to recognise individual achievements of achieving multiples of 50 House Points over the course of the year. The totals are collated at the end of each term (1 week before the end of term assembly), and certificates are awarded for the top pupil in each class at the final end-of-term celebration assembly.

Each week, every class will be challenged to work for a Class House Point Certificate. These are awarded to classes who achieve an overall class House Point total of the equivalent of at least 10 House Points per child in the class for that week. Classes who are awarded a Class House Point Certificate will be given 10 minutes of Celebration Time during the week, which they can use to take part in an activity voted upon by their class in recognition of their collective effort and achievement.

House Points are recorded by class teachers and subject specialists on iSAMs, and a token is given to a child each time they achieve an individual House Point Certificate to put into the Whole Prep School Totaliser tubes by the Prep Hall. Class teachers may choose to have a visual representation in their classroom to demonstrate their class's collective progress towards their Class House Point Certificate each week.

In the Senior School, House Points can be gained for positive individual efforts both inside and outside the classroom. These will be awarded by members of staff to Pupils from Years 7 to 13 on iSAMs. Points are awarded for demonstration of one or more of the Core Values in any aspect of school life. When awarding a House Point it should be remembered that what might be a minuscule achievement for one pupil is a big step forward for another, and the reward should be in recognition of the pupil's individual effort.

For every 20 House Points or credits achieved throughout the year, Senior School pupils will receive certificates increasing in 'value' (Bronze, Silver, Gold, Platinum, etc).

In addition to the House Points, teachers may award a Star of the Lesson to a pupil who has exemplified the four Core Values within that lesson.

Head's Book of Commendations

If a pupil has excelled in a lesson, they may be sent directly to the Head to be congratulated and have their name added to the Head's Book of Commendations.

Core Values Certificates

As part of the weekly Prep School Celebration Assembly on Monday, a Core Values Certificate is awarded to the child in each class who has best demonstrated one of the School's Core Values that week. A reason why the certificate has been given will be explained, to model this behaviour for others. A list of certificate winners is published in the weekly bulletin.

In the Senior School, Core Values certificates are awarded at the half-termly Celebration Assemblies. For each year group, four awards are presented one for each Core Value.

Outstanding Achievement Awards

Pupils' achievements across the School are recognised each half-term in the Senior School and each term in the Prep School for outstanding performance and improvements in their Behaviours for Learning reports.

Sanctions

Instead of explicitly defining each behavioural offence and assigning a specific penalty, the School applies a deliberative system, based on its values and principles, on due process and the good judgment of the different actors involved in the resolution of conflicts, so that each particular case is evaluated, analysed and resolved according to its own characteristics. In general terms, behaviours that violate the fundamental values of the School, are noted on ISAMs as behaviour marks and may result in a formal consequence.

We understand that pupils will, at times, make mistakes. We will be operating a bespoke type of restorative justice to enable pupils to learn and grow.

Guidelines for Staff

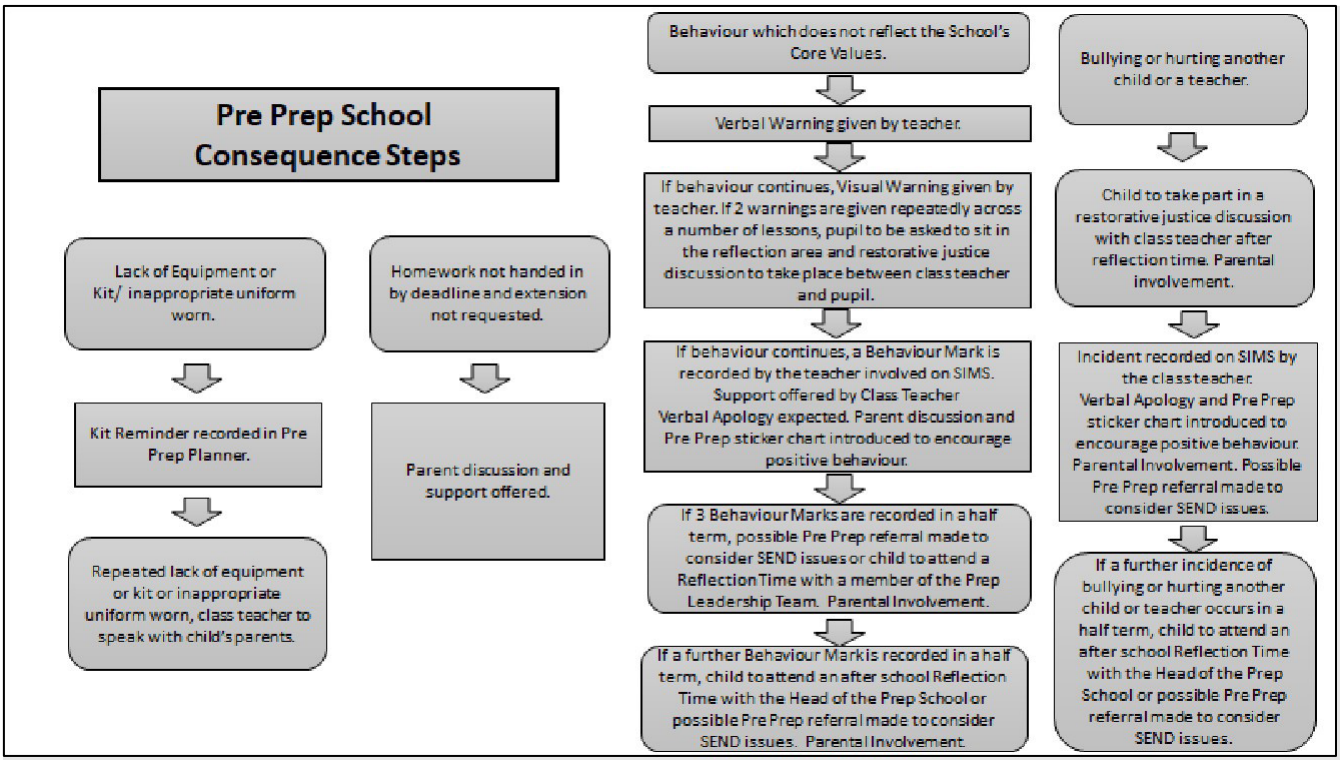
All members of staff are expected to be clear in their understanding of the standards expected of our pupils and to be vigilant in ensuring that any lapses in behaviour, either in or out of the classroom, do not go unchecked. With that in mind, all staff should strive to:

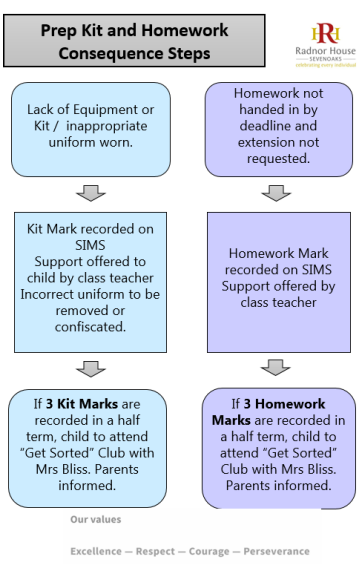
- Develop an effective rapport with each individual pupil.
- Establish a feeling of security for pupils by being consistent, firm and fair with them.
- Avoid direct confrontation but deal with situations in a calm and reasoned manner.
- Know the whereabouts of every pupil in their charge at all times.
- Seek advice from the Head of Key Stage (Prep School), Head of Departments, Head of Year or PLT/SSLT member as and when a need arises.
- Follow the procedures as outlined in these appendices.

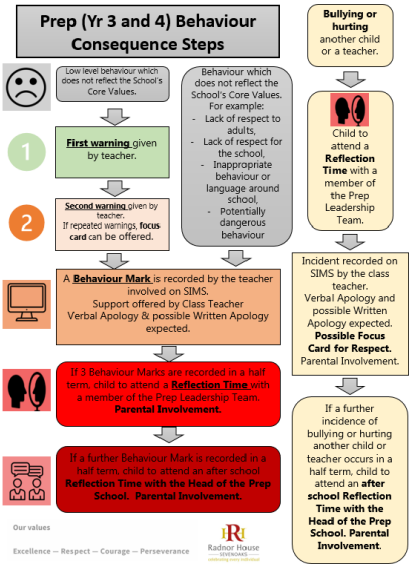
Prep School

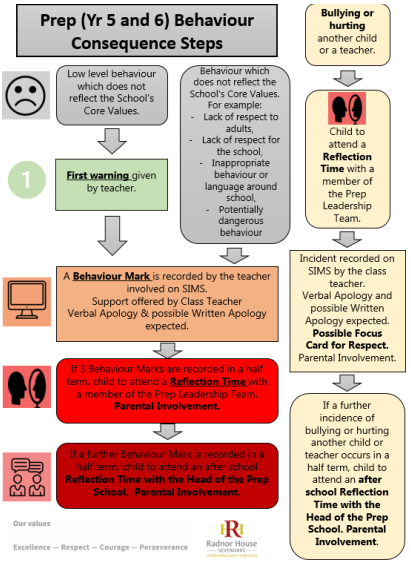
All the staff in Prep School assist the children with managing their feelings, understanding appropriate behaviour and solving problems.

In the Prep School, we work constructively with the children to help them truly embrace the core values of the School. Consequences will depend on the individual situation, but will focus on developing respect and empathy towards others, as well as a sense of personal responsibility for our individual actions. These are age and stage-appropriate, with a separate set of consequence steps for children in Pre-Prep (Pre School – Year 2) and children in Years 3 & 4 and Years 5 & 6, respectively. Flow charts are displayed in classrooms from Years 3 to Year 6 to encourage consistency of approach and to help the children understand the potential consequences of their actions once they are able to read.









Prep Leadership Team Detentions

Prep Leadership Team detentions generally take place during a Wednesday morning break time and are overseen by one of the Prep Leadership Team. These detentions run for up to 20 minutes, with the pupils spending their time reflecting and responding to questions relevant to the reason for the sanction. Parents are notified of Prep Leadership Team detentions. If a child is unable to attend a Wednesday morning break time detention, an alternative time may be offered to ensure that the wait is not too long between an action and a consequence. It may be that a pupil will be placed on a focus card following a Prep Leadership Team detention to help them refocus their behaviour or attitude in an appropriate way.

Head of the Prep School Detentions

Detentions with the Head of the Prep School are viewed as serious, and it is hoped that they will rarely be used. However, if they are operational, a detention will take place for one hour after school from 3.45 - 4.45 pm. This detention will take precedence over all other activities unless agreed with the Head of the Prep School, so that it is a meaningful consequence viewed with a degree of severity. A reflective discussion will take place, or some reflective work will be set that encourages the pupil to contemplate the consequences of their actions. It may be that a pupil will be placed on a focus card following a Prep Leadership Team detention to help them refocus their behaviour or attitude in an appropriate way.

More serious incidents leading to immediate school removal and parental involvement:

Incidents in class and out of class should be reported directly to the relevant Head of Key Stage and Deputy Head of the Prep School, who will, in consultation with the Head of the Prep School, be responsible for liaising with the Class Teacher and calling in the parents as and when necessary.

If the incident may result in a 'serious sanction', staff should apply the procedure outlined in the Exclusions Policy (Appendix C) below.

Incidents of a very serious nature:

On the extremely unlikely occasion where the behaviour of a Prep Pupil becomes completely unacceptable and/or is seriously disturbing the learning of others, the staff member may contact the Prep Office and a member of the Prep Leadership Team will collect the pupil, removing them from class. Pupils are not to be sent out of lessons unaccompanied in the case of an incident.

Exclusions

Exclusions (temporary or permanent) are used in the most serious cases of all and the approach taken is detailed in our exclusions policy statement in Appendix C.

Senior School

In order to impose a detention or educational measures, the staff will establish the seriousness of the offence and will consider:

- The degree of culpability and the age and degree of psychological maturity of the pupil, taking into account the modalities, circumstances and context in which the offence occurred, and bearing in mind whether the pupil was induced by another, or whether it was committed in a state of obfuscation originated in circumstances or conditions that were difficult to prevent.
- The degree of participation (action or omission, co-participation) in the commission of the offence.
- The degree of disruption caused by the action or omission.
- The intention with which it was committed.
- The pupil's behaviour record in school

Lunchtime Detentions

Lunch detentions take place each day, overseen by a member of the Senior or Academic Leadership Teams. These detentions run for up to 30 minutes, with the pupils completing work set. Pupils are placed in detention for incomplete work or for behaviour outlined in the Appendix. Parents and tutors are notified of the lunchtime detentions by the teacher, tutor or Head of Year.

Lunchtime Supervisions are run daily by Deputy and Assistant Heads. The pupil will complete the work missed during this time.

Friday Detentions

Friday Detentions are viewed as more serious, and it is hoped that they will rarely be used. However, if it is operational, it will take place for one hour after school on Friday between 4pm and 5pm. This Detention will take precedence over all other activities unless agreed with the Head of Year, so that it is a meaningful sanction viewed with a degree of severity. If members of staff wish to place a pupil in a Friday Detention time, they must email the relevant Head of Year with the pupil's name and Tutor Group together with a brief reason for the sanction by 8am on the Thursday prior to the Detention date. The Head of Year will add the sanction to iSAMs and will contact parents.

Work Set

Detainees will either complete a reflective task, followed by a presentation to the member of the Pastoral Leadership Team present or academic work, as is appropriate.

Focus Cards

Focus cards are used to monitor the behaviour of a pupil. They can be administered by:

- Tutors
- Heads of Year
- Members of the SSLT
- The Head

More serious incidents leading to immediate school removal and parental involvement:

Incidents in class should be reported directly to the relevant Head of Department, tutors, Head of Year as appropriate.

Incidents out of class or out of school should be reported directly to the Head of Year or Deputy Head, who will, in consultation with the Head, be responsible for liaising with the Form Tutor and calling in the parents as and when necessary.

If the incident may result in a 'serious sanction', staff should apply the procedure outlined in the Exclusions Policy (Appendix C) below.

Incidents of a very serious nature:

On those rare occasions where the behaviour of a Pupil becomes completely unacceptable and/or is seriously disturbing the learning of others, the staff member may email the Pastoral Leadership Team, SLT, Medical and Reception. A member of the Pastoral Leadership Team or SLT who is on duty will then collect the pupil, removing them from class. Pupils are not to be sent out of lessons unaccompanied in the case of an incident.

Exclusions

Exclusions (temporary or permanent) are used in the most serious cases of all, and the approach taken is detailed in our exclusions policy statement in Appendix C.

Appendix C - Exclusions Policy

The School will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate consequences (Serious Sanctions) at the School are: Saturday Detention; 'suspension' or temporary fixed term exclusion; 'expulsion' or permanent exclusion. None of these sanctions is used lightly.

Temporary Exclusions (suspensions) will be administered on a 1, 2 or 5 day basis, depending on the infraction.

The power to suspend or expel a pupil can only be exercised by the Head. If the Head excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, in the case of a permanent exclusion, the Head makes it clear to the parents that they can, if they wish, appeal against the decision to the Chairman of the Board. The School informs the parents how to make any such appeal.

Serious Offences and Exclusions

Serious offences are those that may have a significant impact on the individual pupil or others in the School. Examples, noting that this list is not exhaustive, include:

- severe or persistent bullying, racism or harassment, including in person and online;
- stealing;
- violence, actual or threatened, against a pupil or member of staff;
- sexual abuse, assault or activity, including in-person and online;
- smoking, vaping, and illegal drugs (possession and/or use); or alcohol (consumption or possession)
- significant vandalism;
- going out of bounds;
- persistent misbehaviour when normal disciplinary measures have failed;
- carrying an offensive weapon.

Standard procedure to be followed

If there is an incident which may result in a serious sanction, the following procedure should be followed:

1. Initial Investigation by:
    a. Staff;
    b. Tutor;
    c. Head of Year (if the above are not available).
        i. Discuss first, then **written, signed statements taken in separation from other pupils – where practicable, this needs to be done outside of lesson times;**
        ii. Further clarification may be required to ensure that the statement is complete.
2. If a pupil is implicated (as a perpetrator), the Head of Year/Section/Sixth Form (Senior School) or Head of Key Stage (Prep School) informs the parents of the situation and explains that they need to meet with the Head (Senior School) or Head of the Prep School.
3. The Head/Head of Prep School will inform the parents in the meeting and in writing/by email, requiring a written/email confirmation.
4. If a temporary exclusion is implemented, a return to school interview is completed with the Head/ Head of the Prep School as appropriate, along with the pupil and parents. Where appropriate, the

pupil will present to the School their reflections on the incident and the consequence. On returning to School, the pupil will be placed on a Focus Card for two weeks.

6. If a permanent exclusion is implemented, parents will also be notified of their right to appeal.
7. The School will ensure that arrangements are in place for work to be sent home for any pupil excluded.

All cases of exclusion will be treated in the strictest confidence on a need-to-know basis and are not to be discussed outside the school.

Possible Consequences linked with Serious Sanctions:

- Scholarships – warning of removal or immediate removal of.
- Internal exclusion;
- Temporary Exclusion (Suspension);
- Permanent exclusion;
- Loss of rights to trips and/or activities;
- Loss of IT rights;
- Removal of representation of school in events (e.g. sports, drama, music, etc);
- Removal of positions of responsibility;
- The required signing of a Behaviour Contract;
- Any combination of the above.

Further Responsibilities of the School

Before resorting to exclusion, the School will normally try alternative solutions (for example, a restorative justice process - whereby the harm caused to the 'victim' can be redressed).

Initial parental contact will ideally be made by telephone; the telephone call will be followed by a letter within one school day. The letter will include information about:

- The nature of the offence and the results of any investigation to date;
- The serious sanction in place;
- In the case of a permanent exclusion, the parents' right to state their case to the Head and, if that is not satisfactory, then to the Board and whom they should contact to do this, including the latest date that the parent may give a written statement to the Chairman of the Board and/or Appeal Panel;
- The parents' right to see their child's school record and the Head must comply with such a request within 15 school days, although in exclusion cases, compliance should be prompt.

The Head may not suspend a pupil for more than 5 days or an aggregate of 15 days in any School term without the agreement of the Board of Directors.

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the School may be such a reason. The decision to exclude for a fixed term will be notified to the parent in writing with reasons. If the School determines that a pupil should be excluded for a fixed period, the Head will provide the parent in writing with information as to:

- The period of the Fixed Term Exclusion;
- The arrangements, such as setting work, to allow the pupil to continue their education during the Fixed Term Exclusion.

If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Head will write again to the parent with the reasons for this decision. The decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences have been employed to no avail or an exceptional 'one-off' offence has been committed. Parental cooperation forms part of the contract between the School and all the parents at the School. The correspondence will be easily intelligible and in plain English.

Appeals

If parents or guardians wish to appeal against a permanent exclusion, they must do so to the Chairman of the Board in writing, within one week of the letter notifying the parents or guardians of the exclusion.

The Chairman of the Board will establish an Appeal Panel to consider the appeal. It will include one person independent of the management, leadership and governance of the School.

The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The parents or guardians may bring a representative to the meeting. All letters and documents relied on by the Head shall be made available to the parents or guardians prior to the hearing. The parents or guardian or their representative may ask questions of the Head or may raise any relevant matter for the consideration of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence of either of the parents or guardian or their representative, or in the absence of the Head. After the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:

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

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

Appendix D – Senior School Consequences (Sanctions) Guide

Please note that this is not an exhaustive list, and that with all rule infractions and consequences, staff use their professional judgement. Rather, this should be used as a guide. Instead of explicitly defining each behavioural offence and assigning a specific penalty, the School applies a deliberative system, based on its values and principles, on due process and the good judgement of the different actors involved in the resolution of conflicts, so that each particular case is evaluated, analysed and resolved according to its own characteristics.

Unless otherwise stated, Lunchtime Detention is within the issuing Faculty. Every email home regarding sanctions MUST cc HoY and tutors. HoY will carry out Friday detentions.

We understand that pupils will, at times, make mistakes. We will be operating a bespoke type of restorative justice to enable pupils to learn and grow.

Issue	Information	Consequence
Punctuality (lesson)	Class – Once a lesson Repeated Persistent	Subject teacher - Add appropriate time onto break/lunch Tutor - Lunch Detention – Contact parents HoY - focus card - Friday Detention
Three Behaviour Marks		Lunchtime Detention
Punctuality (day)	8.20 Persistent	Tutor to contact the home HoY to investigate - sanction if necessary.
Chewing Gum	Once	Friday Detention – Contact parents (and cc tutors and HoY) Individual staff member to issue and contact home.
Out of Bounds	Child Protection/H&S	Friday Detention – Contact parents (and cc tutors and HoY) Individual staff member to issue and contact home.
Inappropriate Uniform	Class – Once Repeated Persistent	Form tutor to address the issue with the pupil Form Tutor to contact home Breaktimes removed - spend in supervised room. HoY - Investigate sanctions as necessary

Lack of Equipment	Class – Once Repeated Persistent	Subject teacher - Add appropriate time onto break/lunch Tutor - Lunch reflect Detention ion – Contact parents HoY - focus card - Friday Detention
Behaviour in lessons **Such as low-level disruption / poor behaviour / attitude**	Class – Once in a lesson Repeated in the lesson Persistent - across subjects & lessons	Verbal warning Subject teacher - put comment on ISAMS Faculty - Lunch Detention – Contact parents HoY - focus card - Friday Detention
Serious Behaviour Issue in Lesson / Around School	Behaviour that places themselves / others at risk of harm or has caused harm. Behaviour that requires teaching to stop for a period of time / prevents learning of others.	If in the lesson, email Emergency Cover: ec@radnor-sevenoaks.org Outside of lessons escort the pupil to reception where they wait for senior member of staff. Sent to the Head or Deputy Head Friday Detention
Specific Offensive Language	Such as Homophobic / Transphobic Sexist / Racist	If in lesson report on Emergency Cover: ec@radnor-sevenoaks.org. Outside of lessons, escort the pupil to reception where they wait for a senior member of staff. Exclusion
Mobile Phone	Once	Confiscation by a member of staff (given to the Office) and Friday Detention issued. Contact parents.
ICT	Class – Once in a lesson, Repeated in the lesson	Verbal warning Subject teacher - put comment on ISAMs

	Persistent - across subjects & lessons	Faculty - Lunch Detention – Contact parents HoY - Friday Detention - may lose rights of access to the internet.
Three Lunch detentions		Tutors - Friday Detention – Contact parents Conversation with HoY on the implementation of the intervention.
Failure to submit/ inadequate Homework	Once Repeated Persistent	Lunchtime Supervision Detention HoY - Friday Detention - contact home/parent meeting.
Failure to attend Lunch Detention without permission		Whoever's detention has been missed contacts parents - Friday Detention. (cc tutors / HoY)