



RADLEY

Behaviour Policy

February 2024

Behaviour

This policy has due regard for DFE Guidance: [Behaviour in Schools](#) and <https://www.gov.uk/topic/schools-colleges-childrens-services/school-behaviour-attendance>

The aim of the school is to create a safe environment in which all pupils, including any day pupils, can learn and reach their full potential, and to reflect the values and ethos of the college. It is also to encourage self-discipline in all pupils. This is likely to occur when relationships between dons and pupils, and relationships within Socials, are good. Good behaviour should be recognised and pupils should only be punished for specific offences. Outside the classroom, dons are expected to see that pupils are well-behaved and well-mannered, and that they conform to the pupils' **Code of Conduct** [CodeOfConduct.pdf \(radley.org.uk\)](#) and **School Rules** [SchoolRules.pdf \(radley.org.uk\)](#) and Radley conventions. Poor behaviour should be addressed without delay and can be punished either by the don at that moment or reported to their Form Master, Head of Year and Tutor (as necessary). Positive relationships are important and issues relating to racism, sexism, misogyny, homophobia and gender stereotypes are taken very seriously. The **Code of Conduct** and the **Behaviour Policy** relate to our expectations of all Radleians in term time, when they are away from college and online.

Serious breaches of discipline or behaviour should always be reported to a pupil's Tutor and Head of Year as soon as possible. It is very important that all dons maintain standards, even on minor details: clean shoes, top button done up, hair tidy, shirt tucked in, clean shaven etc.

Tutors, the Health Centre and Academic Support staff play a role in supporting pupils with particular needs to meet the standards of behaviour expected.

In extreme cases, where poor behaviour requires a member of staff to use restraint in order to protect the safety of pupils or staff, the **Restraint Policy** should be followed.

If it is felt that a student's room or property needs to be searched, the **Search Policy** must be followed.

Promotion of Good Behaviour

Formally:

- At the start of their College career, all pupils are introduced to the Radley **Code of Conduct** and sign to say that they understand and agree to abide by it.
- In Warden's Assemblies where examples of good behaviour are identified and praised.
- Expectations relating to classroom behaviour are to be found in the **Curriculum, Teaching and Learning Policy** document: [CurriculumTeachingLearning.pdf \(radley.org.uk\)](#) there are 10 key points to be observed.
- Social Prayers have various announcements to underline the need for good behaviour in public areas and privately in Social; examples of good behaviour are cited.
- PSHE covers many aspects of good behaviour and Form Masters are encouraged to give examples of good behaviour and explain their importance.

- Prefects/Mentors are trained and expected to disseminate the standards of good behaviour to their charges and to discuss their value in the smooth running of the Social and College.
- The Proctor reminds pupils on their way to lessons about dress, tidiness and punctuality.
- All dons are expected to promote good behaviour in their classroom, on the games field or in any area of College life, for example Hall and Chapel.
- Pupils are given clear instruction about what is expected when they go to matches, socials or any formal event, including theatre visits, and dons are expected to set an example in this regard.
- Form Masters use Form periods to discuss behaviour and promote courtesy, decency and honesty.

Informally:

- Senior pupils are expected to act as role models by promoting good behaviour amongst the junior pupils and setting an example.
- Informal gatherings with dons allow dons to remind pupils about good behaviour in a social setting.
- Praise and encouragement is given to any pupil whose good behaviour has been witnessed.
- Dons act as role models.
- Pupils might discuss behaviour with an adult during Cocoa.

Rewards

Good Academic Work

It is important to encourage pupils to produce good work. The following system operates:

Distinction: for very good academic work relative to the capabilities of the pupil.

Copy: for exceptional work, judged on absolute criteria – this is outstanding for a pupil of that age.

Academic Colours: Awarded to the Academic Prefects and other deserving pupils.

Academic Prizes: Awarded in all subjects, across year groups, on an annual basis and presented at Prize-Giving.

Gift Giving

It is inadvisable to give personal gifts to pupils. This could be interpreted as a gesture to groom. Any reward given to a pupil should be in accordance with agreed practice, consistent with the behaviour policy, recorded and not based on favouritism. Adults should exercise care when selecting pupils for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice.

Recognising achievement in other areas

Commendation: for an exemplary contribution in co-curricular activities.

Pastoral Praise: for an exemplary contribution pastorally or in Social.

Social Socks and Strings (Ties): awards in Social for performances in all areas which are deemed to be excellent. Socks are given for things such as impressive performances in the Haddon Cup or Social matches; Strings are more highly prized and can be awarded for any feat of excellence in Social, especially cultural or sporting.

Colours: to recognise excellence in Co-Curricular Activities, Sport and Performing Arts.

Guidelines for Pupil Romantic Relationships at Radley

We aim to encourage pupils to form positive friendships, which are relaxed, natural and mutually respectful. This is also true of a pupil's romantic relationships. However, it is important that pupils understand that the College has a safeguarding responsibility to both the pupils themselves and to parents, in line with our **Safeguarding and Child Protection Policy** [Safeguarding.pdf \(radley.org.uk\)](#) and **Keeping Children Safe in Education** [Keeping children safe in education](#).

Romantic Relationships between pupils at the College.

If two pupils have a romantic relationship with each other, they should be aware that:

- In line with UK law and **Keeping Children Safe in Education**, children under 16 years of age cannot lawfully consent to any sexual activity occurring. This would be a safeguarding issue.
- Sexual activity between pupils is regarded as a serious breach of discipline and could in certain cases lead to permanent exclusion.
- A relationship between two pupils more than one academic year apart may put the younger pupil under pressure and may not be considered appropriate.
- The College is a working environment, and behaviour during the working week should reflect this.

Romantic Relationships between a Radley pupil and a visitor to the College.

If a pupil has a romantic relationship with a visitor to the College, they should be aware that:

- In line with UK law and **Keeping Children Safe in Education 2018**, children under 16 years of age cannot consent to any sexual activity occurring, which would raise safeguarding issues.
- Sexual activity between a pupil and a visitor to the College is regarded as a serious breach of discipline and could in certain cases lead to the pupil's permanent exclusion.
- All visitors must be introduced to a staff member and remain in public areas of the College.
- The behaviour of pupils and their visitors should be respectful and appropriate to the community life of a boarding school.

Many adults within College can provide guidance on relationships. If a pupil requires support as a result of difficulties in a romantic relationship, we encourage them to discuss this with an appropriate adult. This may be a family member, an adult in College, or the Independent Listener.

Romantic Relationships between a member of staff and a pupil

A romantic relationship between a pupil and member of staff working in the school is a breach of trust. Such behaviour constitutes serious misconduct on the part of the member of staff and will result in disciplinary action, most likely dismissal. In line with **Keeping Children Safe in Education**, the College would follow the advice of the LADO, Police and/or Child Services, which may also lead to prosecution and a member of staff being barred from further employment in the education service by the Secretary of State.

Discipline

Discipline and Punishment should always be consistent, fair, and appropriate to the offence. It should be noted that corporal punishment is illegal and will never be used. Dons should be mindful of a pupil's SEN profile when awarding disciplinary sanctions, and should discuss with the pupil's form-master, Tutor and Head of Academic Support as necessary.

There are four main levels of punishment:

Level 1. Punishment for these is only done in consultation with the Warden, Sub-Warden and Under Master, who ensure that consistency is applied across the Socials. Where there is any dissatisfaction with a punishment, the **Complaints Procedure** [Complaints.pdf \(radley.org.uk\)](https://www.radley.org.uk/complaints) should be followed. The most serious offences would necessitate a report, outlining the issues and the sanction applied and be included in the termly Safeguarding Report made to Council by the DSL. The most serious offences would be:

- Sexual relations and impropriety including child-on-child abuse
- Bullying
- Drugs, possession or supplying

Level 2. Also requiring consultation between the Warden, Sub Warden and Under Master would include:

- Vandalism around the College (other than minor damage in Socials)
- Motoring offences
- Alcohol abuse (see separate guidelines)
- Use of tobacco (see separate punishment policy)
- Misuse of email/mobile phone and other ICT devices
- Breaking bounds – internal and external

Sanctions for the above include:

- Exclusion
- Suspension
- Gating and Removal of privileges

Level 3. Is a category of offences that is related to a lapse in acceptable standards and will normally be dealt with by Heads of Year, Form Masters and Tutors. If necessary pupils may also see the Under Master or the Sub-Warden.

- Bad manners / anti-social behaviour.
- Offences concerned with School Rules or Social Rules (not covered above).
- Classroom offences.

Sanctions for these offences include:

- Community chores and regular reporting
- Fatigues
- Academic detentions
- Tardy list
- Creating a concern

Level 4. Is a category of offences within Socials:

- Minor offences around the Social (late for bed, talking after lights out, failure to do duties, etc.)
- Unhelpful behaviour in the Social.

These offences are flagged by prefects and dealt with in consultation with the Social Tutor.

Poor Academic Work

Pupils should not be allowed to get away with work that is careless, sloppy or rushed. Sanctions include getting the pupil to repeat the piece of work, sending the pupil with his work to his Tutor, and in extreme cases **Detention**. Detention can be used to punish misbehaviour in class and other academic issues. Dons should not put more than three pupils in a single Detention. It is the responsibility of the individual dons to organise a detention themselves if larger numbers are involved. Heads of Department should be informed regarding any pupils in a set who are working poorly, and really bad work should be sent in extreme cases to the Deputy Head Academic or Warden.

Electronic Communications, ChatGPT and the Internet have created new opportunities for **plagiarism**. Pupils should be made aware that, where four or five words or more have been copied and passed off as their own work, this constitutes plagiarism. Such dishonesty in coursework assignments will be treated as if work had been copied in a public exam. **Plagiarism in coursework can therefore have extremely serious consequences for a pupil's academic career and these shall be emphasised on a regular basis, across teaching departments.**

Fatigues sessions run by the Proctor are for behavioural issues around College. Dons should not put more than three pupils in a single Fatigue.

iSAMS Reward & Conduct Manager Entries

iSAMS Reward & Conduct Manager operates on a cause and effect basis. Here is a summary of all possible causes and effects.

Cause	Effect	Notes	Examples
Academic Concern	<i>Neutral</i>	May be for information only or can result in a detention.	<ul style="list-style-type: none"> Poor work Not keeping up with work Failure to bring correct equipment to the lesson Concerns over bigger picture and future attainment A chance to raise concern between interim and End of Term reports that feed a narrative Plagiarism (would lead to a Detention and letter home)
	Detention		
Pastoral Concern	<i>Neutral</i>	<p>Information only.</p> <p>Feeding a wider narrative of an individual across all aspects of College life (lessons, Social, etc.)</p> <p>Encompasses everything.</p>	<ul style="list-style-type: none"> Relationship issues anywhere in College Mood changes Medical concerns Homesickness Character reference General observations on a pupil Missing Social Prayers Misbehaviour in Social (late out of bed, troublesome at bedtime, phone confiscation, device deceit, etc.) Missing Chapel Untidy bedroom
Late Arrival	Tardy	For academic lessons and Co-Curricular activities	
Missing Chapel	Chapel Tardy	An apology note should be sent to the Chaplain and the tardy book be signed	
Poor Behaviour	Fatigue	For less serious disciplinary issues	
	Loss of Privileges	More serious matters & only in consultation with the Head of Year, Tutor, Under Master & Sub-Warden	

Alcohol		See Healthy Living Policy	
Smoking/Vaping		See Healthy Living Policy	
Serious	Suspension	Only in consultation with the Head of Year, Tutor, Under Master, Sub-Warden & Warden	Could involve drugs – see Healthy Living Policy
Excellent Work	Distinction	For very good academic work relative to the capabilities of the pupil	
	Copy	For exceptional work, judged on absolute criteria – this is outstanding for a pupil of that age.	
	Prize	Awarded in all subjects, across year groups, on an annual basis and presented at prize-giving.	
	Commendation or Pastoral Praise	For an exemplary contribution in Co-Curricular Activities, Pastoral Activities or Social.	<ul style="list-style-type: none"> • Excellent performance in a fixture(s)/over a season • Acts of leadership • Excellent performance in a music concert/competition • Excellent theatre performance • Social Prayers talk • Particularly significant contribution to Social

CPOMS

Once the DSL and relevant Head of Year are alerted to a particular incident, the Tutor then makes the entry on CPOMS. Entries are then visible to the DSL, DDSL, Heads of Year and Tutors only. Entries may fall within the following serious categories:

- Safeguarding / Child Protection issues
- Serious Mental Health concerns
- Worrying behaviour
- Bullying