THE LONDON ORATORY SCHOOL

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Support the Rules and Regulations (the White booklet) issued to parents and staff every year. (N.B. this contains more granular information on Rules and Regulations, e.g. uniform and hair stipulations, boundaries, etc; further issues are specified in the internal scheme of escalation as per Staff Handbook/Pastoral Matters)
- Support and underpin the more operational and constructive behaviour management approaches as set out in the Staff Handbook/Pastoral Matters and reflected in the School's MIS (Arbor)

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for Headmasters and school staff, 2016
- Behaviour in schools: advice for Headmasters and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in education 2026
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Meeting digital and technology standards in schools and colleges

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and Articles of Association.

3. Promoting virtuous behaviour: the School character curriculum

The school creates a culture that promotes excellent behaviour by:

- Building its behaviour curriculum on the respect for human dignity and the classic cardinal virtues of prudence, justice, fortitude and temperance, as interpreted within the Roman Catholic tradition
- Providing an ongoing behaviour and character curriculum which supports pupils in developing virtuous behaviour in their daily habits and routines, including induction programmes for all pupils new to the School, with appropriate follow ups and developments
- Providing an ongoing pastoral character formation programme which supports the development of good character through explicit teaching of character and virtue, recognising and promoting virtue in action and providing suitable opportunities for pupils to show and develop virtue
- Providing a faithful Catholic RSHE/PSHE programme that equips pupils to thrive and live well in the face of contemporary challenges
- Involving wider agencies in ensuring a robust culture, such as Safer Schools Liaison Officer
- Providing a clear rewards and merits structure to incentivise habitual good character, strong academic performance, high levels of attitude to learning, an ambassadorial approach to being part of/representing the School at all times and engaging fully and constructively with what the school has to offer in its rich co-curricular provision
- Setting high standards, clear expectations and consistent practice throughout the school so that pupils can thrive in an environment of safety and mutual respect

Pupils are expected to:

- Develop the habits of prudence, justice, fortitude and temperance through practicing acts that are prudent, just, courageous and measured
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and purposefully around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform and in the correct way at all times, including hairstyles
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

4. Definitions of poor behaviour

N.B. The following definitions are not intended as an exhaustive list, neither should elements of misconduct be seen in compartments. The list below harmonises and is used in conjunction with other more granular behaviour management documents.

If pupils persistently breach any Rules and Regulations, then the sanctions will escalate proportionately, up to and including suspension and permanent exclusion; if pupils commit a single serious offence, or connected offences, then sanctions will be proportionate, up to and including suspension and permanent exclusion.

Level -1

Examples of breaches of school rules characterised as **disruptive misbehaviour** include, but are not limited to:

- ***Disruptive behaviour (in class)*** e.g. carelessness following instructions, swinging on chair, turning around, talking out of turn, sitting in wrong seat, snatching neighbour's objects, distracting, pulling faces, shouting across classroom, slow to start work, failure to hand in homework, silly name-calling, teasing.
- ***Disruptive behaviour (out of class but in school)*** e.g. jostling, pushing/running in corridors, rough play, distracting, pulling faces, silly name-calling, teasing, talking in line in playground.
- ***Disruptive behaviour (out of school infraction)*** e.g. outlandish behaviour on journeys, etc
- Littering (leaving paper on the floor in the classroom, Houseroom, playground, corridors)
- Late for class (one-off)
- Unprepared for class, inattentive, disorganised, lacking stationery
- Disrespectful (during Form prayers)
- Poor transition to lessons (taking too long, rowdy, first offence)
- Poor turnout (first offence): unacceptable haircut, incorrect shoes/uniform/PE kit incorrect schoolbag, inappropriate jewellery
- Inappropriate use of electronic equipment (one-off, visiting non-offensive websites, taking picture with camera)

Level -2

Examples of breaches of school rules characterised as **defiant misbehaviour** include, but are not limited to:

- ***Persistent*** level -1 breaches of in or out of class disruptive behaviour
- ***Defiant behaviour (in class)*** including: deliberately not following instructions, asking inappropriate questions, taking items of stationery w/o permission, failure to engage with a lesson, repeatedly not handing in work, calling out, refusal to complete a task,

mocking/imitating pupils during lesson, throwing paper or stationery across classroom, talking whilst the teacher is talking, failure to accept culpability

- ***Defiant behaviour (out of class but in school)*** including: mocking/imitating pupils, damaging another pupil's property, poor behaviour whilst lining up, not following instructions lining up in playground, not using Houseblock central stairwell after eating lunch, splashing water, failure to accept culpability
- ***Defiant behaviour (out of school infraction)*** e.g.taking the short cut to Fulham Broadway station, shouting, running on train platforms).
- Inappropriate use of electronic equipment, e.g. persistent misuse of ICT - incorrect sites, playing games, using camera.
- Failure to report to member of staff/or 15 minute detention as directed
- Low level vandalism (deliberately littering the school grounds including, class/form/House room/playground, minor defacing school property - graffiti desks with pencil, graffiti of homework diary or exercise books)
- Repeated non-compliance haircut and uniform turnout (upto School centralised detention)
- Persistent poor transition to lesson (reoccurrence of, moving slowly, deliberately late for lesson, wrong direction, not keeping left)
- Inappropriate literature (violent graphic comics)
- Failure to sign in when late
- Foul language towards other pupils (one-off)

Level -3

Examples of breaches of school rules characterised as **destructive misbehaviour** include, but are not limited to:

- **Persistent** level -1 & -2 breaches of in or out of class defiant, disruptive, behaviour (more than three)
- **Destructive behaviour (in class) including:** *numerous warnings, that necessitates the removal from lesson*, *implementing scams from social media to deliberately impede a lesson*, *mocking/imitating teacher*, low level physical altercation (grappling, pushing) in class, destroying pupil's work/projects, persistent foul language aimed at another pupil, *persistent and/or malicious refusal to follow teacher instructions necessitating their removal from lesson*, answering back, lying on desk, *refusing to work*, deliberate failure to report as directed, deliberate time wasting during transition between lessons, 'Kissing teeth' or 'tutting' in or out of the classroom, *addressing staff inappropriately*)
- **Destructive behaviour (out of class but in school) including:** low level physical altercation (grappling, pushing) in corridors/playground, running at speed in corridors causing possible harm to others, deliberately blocking stairwells and doors, 'Kissing teeth' or 'tutting' in or out of the classroom, *addressing staff inappropriately*, persistent foul language aimed at another pupil, answering back, *mocking imitating teacher*.
- **Destructive behaviour (out of school infraction)** for example, taking the short cut to Fulham Broadway station, shouting, running to train platforms, *double gating*, *swearing/loutish behaviour on public transport*, running onto roads, play fighting),

- Incidents of discrimination
- Failure to report to a centralised detention with no valid excuse (escalate to a 'Catch-up' or Friday detention).
- Failure to report to a Friday or 'catch up' detention (escalate to a Friday detention).
- Failure to report to a HOD/HSM/SSFT
- Repeated non-compliance haircut and uniform turnout (up to Senior Staff detention).
- Vandalism of school property e.g. serious defacing/scratching/graffiti of desks/walls, deliberate damage to science, Art, DT, Music and PE equipment as well as cutlery, soap dispensers, throwing wet toilet paper,),
- Direct or indirect bullying (physical, emotional, and cyber. One-off incidents such as name-calling, mocking, body shaming, ostracising, low degree of physicality such as pushing)
- Low level physical altercation, with low/minor degree of harm
- One-off/low-level discrimination (including offensive remarks)
- Ignorant comment/remark (either written, verbal, pictorial or electronic) made once with no premeditated malice and due expression of contrition
- Truancy (internal from lessons)
- Out of bounds (e.g. inside the building without permission during break or lunch)
- Cheating during internal examinations or tests (CAT/GAT/RAT, trials), and on homework assignments, e.g. through AI
- Chewing gum
- Unauthorised mobile phone
- Lewd or inappropriate behaviour
- Selling prohibited items including food & drink (including food/drink brought in without permission)

Level -4

Examples of breaches of school rules characterised as **dangerous misbehaviour** that can endanger the health and safety of pupils and staff. Includes:

- ***Persistent*** level -1, -2 & -3 breaches of in or out of class defiant, disruptive, destructive, behaviour (more than three)
- ***Dangerous behaviour (in class)*** including: persistent disruptive behaviour despite numerous warnings, necessitating long term removal from class, including alternative provision, interfering with equipment such as the teacher's computer or projector, deliberately throwing an object at a teacher persistent and/or malicious refusal to follow teacher instructions, refusal to leave a classroom when withdrawn from class, refusal to be searched or hand over mobile phone; lying to a teacher.

- ***<u>Dangerous behaviour (out of class but in school)</u>*** including: fighting with extreme violent behaviour (punch to face, kicking) and a high degree of harm, incitement to physical aggression against pupils or staff, swearing at staff including abuse (physical, verbal, electronic) of a pupil/ teacher, deliberately throwing an object at a teacher); lying to a teacher/being deliberately evasive or economical with the truth, including within the context of a disciplinary investigation or in the management of an incident.

- ***<u>Dangerous behaviour (out of school infraction)</u>*** for example, swearing, unruly, argumentative behaviour towards other pupils and members of the public/train staff, dangerous behaviour on railway tracks, throwing objects at trains, fighting, entering Sainsbury's, fighting outside school.
- Refusal to be removed from classroom
- Refusal to co-operate with a bag/blazer search, or to hand over unauthorised items, e.g. mobile phone
- High level of physical altercation with serious harm
- Persistent failure to attend school detentions, including centralised, Late, 'catch-up'
- Failure to report to Senior Staff detention
- Acts of vandalism that can cause a high degree of potential harm to individuals, for example arson, or gross damage to school property, such as urinals, doors and fixtures. Inappropriate activation of emergency equipment, fire extinguishers, fire alarms, disability alarms, deliberate soiling of toilets
- Direct or indirect bullying, whether physical, verbal, emotional, psychological or sexual, including up skirting, with a gross imbalance of power
- Cyber bullying, such as uploading screen shots, 'nudes', videos and memes of pupils and staff surreptitiously and without consent onto social media platforms
- Truancy from school
- Cheating during public examinations
- Gross breaches of staff/pupil health and safety including: physical, verbal, electronic abuse of a pupil/ teacher, malicious allegations against staff, sexual harassment or abuse of pupils/staff.
- Repeated and intransigent non-compliance of haircut and uniform turnout
- Inappropriate use of internet, cyber bullying, accessing pornographic material and extremist web sites, blackmail, catphishing
- Smoking/inhaling noxious substances, e.g. cigarettes - tobacco or 'vapes', vapes containing CBD or THC, roll-ups, snus, cannisters, 'hippie crack',or similar
- Drugs and illegal substances, including 'edibles' and other items containing cannaboids or narcotics
- Gross discrimination, e.g. offensive remarks/comments (written, verbal, pictorial or electronic) that are persistent (and have previously neen sanctioned), and/or malicious. Violence exhibited toward the victim
- Possession and/or distribution of legal and illegal substances (including alcohol, edibles, 'legal highs' or 'research chemicals')
- Gambling
- Fireworks (including bangers, firecrackers, matches, lighters)

- Possession of offensive weapons or – either prohibited items, or makeshift weapons fashioned from cutlery, stationery etc.
- Breaches of pupil and staff data rights
- Lying to a teacher/being deliberately evasive or economical with the truth, or dishonest, including within the context of a disciplinary investigation or in the management of an incident
- Malicious allegations against staff
- Stealing, including Teacher's and/or pupil's possessions including money. Stealing items from shops
- Engaging with journalists/social media postings regarding school matters without explicit authorisation from the Headmaster

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based/ bigoted and discriminatory/ demeaning/derogatory/ humiliating	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic, including, but not limited to those statute defines as 'protected characteristics'
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, mockery, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

By way of summary, the anti-bullying strategy is shaped around the following points:

- Preventing bullying through behaviour curriculum programmes
- Recognising what bullying is
- Responding to bullying:
  - all pupils can access the anti-bullying app on the launchpad of RM Unify. This raises concerns anonymously. Pastoral staff monitor this and tackle appropriately.
  - Pastoral staff will inform relevant parents of all known instances of bullying
- Reporting bullying
- Recording, tracking and analysing relevant data and the impact of school and external interventions

- How pupils, parents and staff can report incidents of bullying
  - Anonymously (see above) - via the anti-bullying app on the launchpad
  - Reporting to anti-bullying ambassadors
  - Form Prefects
  - Form teachers
  - Housemasters
  - Senior Master (Pastoral)
  - Senior Staff
  - CPOMS
- How the school investigates allegations of bullying
  - Interviews
  - Persons of concern/victims
  - Witnesses
  - Statements
  - Digital evidence, incl. CCTV
  - Supporting victim
  - Informing parents of all concerned
  - Counselling for all concerned, including the person of concern
- How the school will react to bullying that occurs off school premises or online
  - As above (all reports of bullying, whether on-site/off-site, in school time/out of school time, will be fully investigated)
- How the school records, analyses and monitors incidents of bullying
  - Through the School's MIS platforms, namely Arbor and CPOMs
  - Reporting to the Academic and Pastoral Committee of the Governors

- Sanction procedures, making reference to sections 7 and 8 of this policy, where applicable
  - All incidences of bullying will be assessed initially at Level 4 by the DSL and escalated, or de-escalated appropriately, given the issues, circumstances, degrees of age, harm, mitigation, etc.
- How the school supports pupils who have been bullied, and those vulnerable to bullying
  - Aiming towards restorative justice practices to heal relationships
  - Housemaster support and co-ordination, including the parents
  - The wider pastoral team, including the Chaplain, Assistant Heads, behaviour mentors, counsellors
- Whole-school proactive strategies to prevent bullying
  - Planned programme of assemblies, induction, form time education, RSHE/PSHE timetabled inputs, RE lessons, specialist external organisations, and in severe cases the police.

- How the school trains staff and governors in preventing and handling bullying
  - Staff induction
  - 2 x specialist senior members of the pastoral team to train/develop form teachers
  - Relevant CPD opportunities

6. Roles and responsibilities

1) The governing body

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

2) The Headmaster

The Headmaster is responsible for:

- Drafting, reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

3) Teachers and staff

Staff are responsible for:

- Constructive, measured and professional pupil-educator relationships
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the effect of their own behaviour and appearance on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and proportionately on Arbor
- Challenging pupils to meet the school's expectations

The Senior Staff will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. Mobile phones

The possession and/or use of mobile phones when in uniform/the School is prohibited. Unauthorised possession of a smart phone or brick phone could lead to confiscation for up to 5 school days (including across weekends and holidays). All confiscated phones must be collected by parents from the School Reception from a specified date/time.

8. Responding to behaviour

1) Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Put the building of constructive, supportive professional teacher-pupil relationships at the heart of the learning experience
- Plan for behaviour, strategically planning for resourcing, pitching, seating, entrances/exits/transitions, appropriate activities, differentiation, constructive engagement, thinking through how best to prevent and respond to predictable/foreseeable behaviour scenarios
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum and a summary of the key Rules and Regulations in each classroom
- Develop a positive relationship with pupils, which may include:

- Being fair and proportionate, and balancing consistency with the appropriate level of discretionary judgement
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines (see the relevant sections of the Staff Handbook/Pastoral Matters)
- Communicating in a measured way at all times, setting out the consequences of non-compliance through 'if/then what' statements
- Communicating expectations of behaviour in ways other than verbally, modelling by the example of the highest professional standards, such as punctuality to class and the use of assessment and feedback to communicate care and concern for pupils as individuals
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

2) Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

All staff understand their expectations, roles and responsibilities around filtering and monitoring of cyber technology and safeguarding.

Please refer to our child protection and safeguarding policy for more information. This is also on the website in the Policies section.

3) Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Virtue Points
- Communicating praise to parents via the Arbor app, a phone call or written correspondence, or in-person meetings

- Certificates, rewards and prize ceremonies or special assemblies, including Half-Colours and Colours Awards
- Positions of responsibility, such as form representative, prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

4) Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated fairly under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour, or requests for written apologies, or other restorative and reflective pieces
- Expecting work to be completed at home, or at break or lunchtime
- Requiring a pupil to report to a specific member of staff in the morning/afternoon
- Detention at break or lunchtime, or after school
- Withdrawal of a Pupil from school events such as socials, celebrations, sporting events, and excursions
- Temporary or permanent loss of privileges – for instance, the loss of a prized responsibility, engagement in a co-curricular activity or loss of access to the internet.
- Departmental 'parking' in another classroom of the same subject for specified periods
- School-based community service, such as tidying a classroom, removing chewing gum, restoring vandalised areas of school, or picking up litter under the guidance of the Senior Staff
- Referring the pupil to a senior member of staff, in line with the scheme of escalation, either for persistent misconduct (where the scope of relevant strategies has failed to have a positive impact on behaviour) or gross misconduct

- Co-ordinating investigations into possible underlying issues, such as undiagnosed/inappropriate SEND support, wider pastoral and counselling issues that may be impairing a pupil's ability to thrive
- App notification, email, letter or phone call home to parents
- Agreeing a behaviour contract, or putting a pupil 'on report', such as Departmental Report/Housemaster's Report
- Reactive removal of the pupil from the classroom (only for Level 4 incidents, or similar, arrived at either by persistent defiance or serious misdemeanours), where the lesson cannot reasonably continue with the level of challenge posed by the pupil
- Proactive, strategic withdrawal of the pupil from the classroom to undertake continued learning in a supervised, small group setting; or, to remove a pupil from a context that may prejudice a behavioural investigation/poses risks to other pupils, until such time as a risk assessment and establishment of the facts can be secured
- Departmental, Housemasters' and/or Senior Masters' Reports
- Long term and short term managed behaviour interventions at alternative provision (such as Ormiston Bridge)
- Suspension
- Off-site directions
- Dual rolling at alternative provision, or similar
- Managed moves
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. For serious breaches, it cannot be assumed that matters need escalate through each of the stages listed above: depending on the nature of the incident permanent exclusion is still an option that can be considered without having previously received lower level sanctions.

5) Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

6) Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession, because of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will be carried out by the Headmaster **only,** or a member of staff who has been directly authorised to do so by the Headmaster on a case by case basis.

Subject to the exception below, the authorised member of staff, carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headmaster, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headmaster, the DSL or any of the Senior Staff DSLs, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags
- Blazer pockets

- Shoes
- Pupil out-turned pockets

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in Section 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in Section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Except in cases of emergency, parents will be informed of any search for a prohibited item (listed in section 3) prior to the performance of that search.

- The DSL/Deputy DSLs will inform the parent of an intention to search and give their reasons for this
- The parent will be invited to be present at the search at a mutually convenient time
- The parent can nominate a non-school person as their representative
- The parent will confirm via email/verbal communication their understanding and consent to the search
- If the pupil refuses to co-operate with the search, then the School will contact the parents; if the pupil persists in not complying, the School may consider using its most serious sanctions and/or the services of the police

If parents are unable to be present, then a member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above **does not** enable them to conduct a strip search (removing more than the outer clothing), whether on the school premises or when in loco parentis, e.g. on a journey. Strip searches shall only be carried out off premises (at a police station) by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. **Under no circumstances can strip searches take place on the school site/on school journeys: the suspect must be taken by the police to the police station for the performance of such a task.** In the event of such circumstances, the school will contact the parents of the pupil to be searched off-site.

7) Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site, face to face or online when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school, including online

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8) Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

9) Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headmaster or Lead DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

10) Approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information available under the Policies link on the website.

11) Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy, including our low level concerns policy, for more information on responding to allegations of abuse against staff or other pupils.

9. Serious sanctions

1) Detention

All teachers have been authorised by the Headmaster to issue detentions

Pupils can be issued with detentions during break, lunch or after school and must report at earlier times for 'lates'

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

In such circumstances, the School will look to reschedule a detention.

2) Removal from classrooms/Urgent referral out of the classroom

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious (Level -3 or -4) misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the misbehaviour is so extreme/gross as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment

- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised according to the direction of Senior Staff. Pupils will be removed for the maximum of the remainder of the periods for the day on which the classroom incident happened, or until such time as the investigation is complete; depending on the nature of the incident, they may be removed from that specific lesson for a period of up to 5 school days. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headmaster.

Pupils can also be removed from classroom lessons to assist with investigative enquiries; pupils of concern, under investigation for serious/gross misconduct can be removed from the classroom until such time as the investigation has concluded and an assessment of the appropriate level of risk has been undertaken.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed by the Housemaster on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with behaviour mentors
- Use of teaching assistants
- Short term behaviour report cards
- Departmental Reports
- Housemaster Reports
- Long term behaviour plans
- Departmental 'parking'
- Strategic withdrawals under the guidance of behaviour mentors
- Senior Master and Assistant Head 'Back to Learning' Reports
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

3) Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headmaster and only as a last resort.

Please refer to our exclusions policy for more information.

10. Responding to misbehaviour from pupils with SEND

1) Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The teacher, Heads of Department, Housemaster, Head of Learning support, Senior Master, relevant Assistant Heads will co-operate and co-ordinate the anticipation and removal of triggers of misbehaviour through strategies such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of the learning support department where pupils can regulate their emotions during a moment of sensory overload

2) Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school is aware of its right to take a proportionate means to a legitimate end, where that legitimate end is the good order of the school.

The school will then assess if it is appropriate and proportionate to use a sanction, given an assessment of the possible underlying circumstances, and if so, whether any reasonable adjustments need to be made to the sanction.

3) Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Head of Learning Support may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

4) Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting pupils following a sanction

Following a Level -4 sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This includes:

- Re-integration meetings after an off-site behaviour managed intervention, or suspension.
- Re-integration meetings must be minuted and accompanied by an appropriate action plan/risk assessment. Re-integration meetings should take place prior to the return of the child to the classroom; if this is not possible, it must take place on the day that the pupil returns to the classroom, without delay.
- Daily contact with the Housemaster/SSFT
- An academic or pastoral report card with personalised behaviour goals

12. Pupil transition

1) Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering a 12 week induction process for first form, an appropriate Housemaster led induction for all other (in-year and start of year) joiners in first to fifth form and a six week induction for Sixth Form to familiarise them with the Behaviour Policy and the wider school culture.

2) Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with the School/their new teacher(s), as far as is practicable. In addition, staff members hold transition meetings with parents to field queries and set out protocols and expectations.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

1) Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions, managed moves, dual rolling and managed transfers
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every week by the Headmaster and the Assistant Head for Behaviour and every term by the Academic and Pastoral Committee of the governors

The data will be analysed from a variety of perspectives including:

- At school level
- By age group

- By demographic/characteristic
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

2) Monitoring this policy

This behaviour policy will be reviewed by the Headmaster and the Academic and Pastoral Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of the Academic and Pastoral Committee

15. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Offensive Weapons and Prohibited Items

Appendix 1: written statement of behaviour principles

THE LONDON ORATORY SCHOOL DISCIPLINE STATEMENT

This Discipline Statement is a statement of the core values of the School as required by the Governing Body. It forms an over-arching document, setting out the principles upon which discipline within the School is founded. The Governing Body approves the Behaviour Management policy and delegates to the Headmaster the power to draw up detailed Rules and Regulations prescribing further or more detailed rules of conduct for all pupils at the School. Those Rules and Regulations are usually published and distributed at the beginning of the School Year. The Governing Body expects and requires of all pupils at the School compliance at all times with the Rules and Regulations.

The School, its pupils and their parents should feel confident that the aims, attitudes, expectations and values of the School and the home are in harmony and that there is a covenant of obligation and respect between all three parties. Trust and responsibility are central to the relationship. Pupils are expected to meet the expectations under which they are admitted to the School, keep the rules and regulations, show a proper regard at all times for the high standards and reputation of the School, maintain a smart appearance and in general to behave decently and with good sense. They are expected to behave in an orderly, civilised and well-mannered way at all times, both in and out of School, showing proper courtesy and respect for others and not to behave in a way that might cause inconvenience or put at risk the health and safety of others, or cause damage to property. By maintaining the rules and regulations and meeting the expectations of the Governors, teachers and of the wider School community, pupils will maximise their opportunities to enjoy the widest possible education at the School and to attain the respect of their fellow pupils.

Bullying, physical, verbal or through electronic, telephonic or other means, or the encouraging or supporting of bullying will not be tolerated and will be regarded as serious misconduct. Anyone who knows, or has good reason to suspect, that a pupil is being, or has been, bullied, or otherwise threatened or intimidated, has a responsibility to report the matter immediately. Any pupil who is the victim of bullying can be assured that the matter will be dealt with sensitively but firmly. The use of the internet, mobile telephones or any other electronic means by a pupil of the School to undermine or in any other way cause harm or damage to the name or reputation of any current or former member of staff or employee of the School will be regarded as serious misconduct. The Headmaster is required regularly to review this issue in the light of experience of the conduct of pupils both at the School and elsewhere in order to ensure that it takes account of up-to-date technologies.

The possession of cigarettes or smoking and the possession or consumption of alcohol by pupils while they are under the jurisdiction of or representing the School, will be regarded as serious misconduct for which a pupil might expect to be excluded from School. The possession or use of drugs (other than those prescribed by a medical practitioner or non-prescription drugs being used for proper medical purposes) or other illegal, or mood- or behaviour-altering substances will be regarded as very serious offences, for which a pupil might expect to be

excluded permanently. The buying, selling or distribution of drugs or other illegal, or mood- or behaviour-altering substances will be regarded as very serious disciplinary offences, which could merit permanent exclusion from the School. The Governors delegate to the Headmaster full discretion as to which substances reasonably fall within the definition of "drugs", "illegal substances" and "mood- or behaviour-altering substances".

No pupil may give information or contribute photographs, articles, letters or other material concerning the School to any journalist or publication, whether electronic or by hard copy, other than an official School publication, or to any person who does not have a legitimate right to the information or items, without the specific permission of the Headmaster.

In summary:

The Headmaster shall determine measures including the making of rules and regulations and provision for enforcing them, with a view to:

- giving effect to the Discipline Statement of the Governing Body and any guidance which may be given from time to time by the Governing Body and as approved by them in the Behaviour Management policy;
- securing good order and a high standard of behaviour;
- promoting self-discipline and a proper regard for authority;
- encouraging good behaviour, proper respect for others and a sense of responsibility;
- preventing all forms of bullying, improper discrimination or bigotry; and
- otherwise regulating the conduct of pupils.

The measures determined by the Headmaster shall be publicised by him in the form of a written document, which he shall make known within the School and to parents of pupils at the School and which, at least once a year, he will take steps to bring to the attention of all pupils at the School, their parents and all persons employed, or otherwise engaged to provide their services, at the School.

Nothing in this statement or in any document published by the Headmaster, or the absence of any particular provision therein, should be read or taken as fettering or in any way prejudicing the proper exercise of discretion by the Headmaster in taking action which he may deem as necessary in meeting particular circumstances which may not be covered explicitly in this statement or in any document published by him in accordance with the provisions of this statement.

Issued by the Governing Body.

October 2026