Date: June 2025
Review Date: June 2026

Responsibility: Deputy Headteacher Pastoral

BEHAVIOUR POLICY – SENIOR SCHOOL

Principles

This policy document sets out to promote and maintain honest, considerate and dependable behaviour amongst College pupils. It reflects and pulls together the long-held values and principles on which are based the College's expectations of high standards of behaviour amongst its pupils. The College Rules apply to all age groups and at all times when the pupil is: at school, representing the College or wearing school uniform; travelling to and from school; associated with the College at any time. The Policy has also been drawn up so as to comply with Standard 12 of the UK's National Minimum Standards for Boarding Schools 2015(Updated September 2022) and takes into account the statutory UK guidance given in 'Behaviour and Discipline in Schools' Feb 2014 (updated Feb 2024) and the Equality Act 2010 (updated Jan 2024).

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

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

Anti-Bullying Policy
Child Protection Policy
Classroom Expectations
Complaints Procedure for Parents
Code of Conduct for Sport
Drugs, Alcohol and Tobacco Misuse
Exclusions, Removal and Review Policy
Guidance for Pupils
Promoting Positive Behaviour Policy
Social Media Policy
Use of Reasonable Force to Control or Restrain Pupils

Guidance for Pupils includes (in Section 7) a definitive listing of College Rules. It is updated annually and issued to all pupils at the beginning of every academic year.

Policy Aims

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

- a stimulating learning environment in which the potential of each pupil is fulfilled, and ambition is nurtured in the pursuit of personal and academic excellence;
- a caring community in which the welfare of all its members is protected, where kindness is modelled and valued, and pupils, in particular, are safeguarded from disruption, violence, bullying and other forms of harassment;
- a happy, friendly and purposeful environment in which every pupil is encouraged to develop self-esteem, self-discipline, integrity, and a sense of responsibility for his/her own conduct;
- an ethos that fosters appreciation and celebration of diversity, and tolerance, kindness, and respect for all members of the community;
- constant guidance and reinforcement of conduct that is acceptable and expected; clear indications of the distinctions between conduct that is right and wrong, promoting integrity in all actions;
- positive encouragement for, and recognition of, good behaviour, effort, ambition, and achievement;
  a structured system of support for every pupil who has learning and/or behavioural needs that includes effective communication between all concerned teaching staff and other professionals;
- a published set of rules in which boundaries between acceptable and non-acceptable behaviour are clearly defined, supporting consistency and integrity in expectations;
- strong and effective links with parents and guardians with the aim of maintaining positive working relationships that have pupils' best interests in mind;
- a consistent and proportionate response to breaches of College Rules and other behavioural issues that includes the application of sanctions to address serious and/or persistent behavioural problems;
- an ethos in which a sense of service to the community, kindness toward others, integrity in action, consideration of and responsibility for the well-being of others, awareness of environmental issues and other aspects of responsible citizenship are all actively promoted.

Code of conduct

The regular business of a school can only be carried out effectively in a disciplined and structured environment; one in which pupils accept and abide by a code of conduct that allows every participant to derive the greatest possible benefit from his/her time in lessons,

on other school activities and during 'off-duty' and leisure periods.

Pastoral care

The development of each pupil's own talents — academic, athletic and cultural — is seen as a means of advancing his/her progress towards maturity. Freedom and responsibility are two essentials of education. Thus, all pupils at the College have freedom to enquire, freedom to criticise constructively, freedom to use their initiative and freedom to approach a teacher at any reasonable time. They are given the opportunity to exercise responsibility within parts of the school, helping to create a caring community in which all can thrive by showing consideration for others, which includes having due regard for those in authority. Pupils are guided throughout their school career to take increased responsibility for their own actions. Pupils are encouraged to take up leadership positions within the school. All are expected to play a positive part in increasing the well-being of the community. The framework for the delivery of pastoral care is the House, Head of Key stage and tutor System. Within the Houses a high standard of care exists; interest and guidance are offered and self-discipline nurtured. Each House is in the charge of a Housemaster/mistress ("HMM") assisted by residential staff and house tutors, with whom pupils can discuss any matters of interest or importance. Our Heads of Key Stage monitor student academic progress and engagement in school and set high expectations for students in terms of attitude to learning and effort in class. Tutors play a key role in providing day-to-day pastoral and academic support, monitoring pupil wellbeing. The Head of Key Stage, HMM and tutor should be informed at an early stage of any concerns about the temperament, behaviour or progress of a pupil.

General expectations

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

- be trustworthy, truthful and reliable, and act at all times with integrity;
- act in accordance with the Law;
- commit him/herself to the ethos of the College and abide by its published rules to contribute towards the establishment of a stimulating educational environment in which all pupils can flourish, and where kindness, ambition, and integrity are actively encouraged;
- accept responsibility for his/her own progress in the school, with particular reference to learning and academic attainment, demonstrating ambition in setting and striving toward personal goals;
- fulfil all obligations including punctual attendance at all compulsory activities;
- take full advantage of the wide range of extra-curricular activities on offer;
- strive towards attainment in all areas of College life with ambition, and support others in their attempts to do likewise, fostering a spirit of kindness and cooperation;
- respect the rights of others, including that of privacy;
- behave rationally, and conduct him/herself in an orderly and considerate manner — for example, by being prepared when necessary to wait in turn and queue patiently, showing kindness and respect to those around them;
- show respect to those who carry authority, including speakers and adjudicators from

outside school and all referees, umpires and other games officials;
- be smart and take pride in his/her appearance and demeanour, reflecting integrity in self-presentation;
- show courtesy to visitors, including parents of current and prospective pupils;
- show consideration for other members of the College community — for example, by respecting their belongings, acting with kindness, and avoiding undue noise and other forms of disturbance;
- use appropriate forms of communication and refrain from using foul language, gestures and other forms of offensive behaviour;
- act prudently to preserve his/her own health and safety — by eating sensibly, exercising regularly, carefully assessing risks and avoiding harmful substances;
- Accept and tolerate beliefs, opinions and ways of life that differ from his/her own and respect diversity of race, religion and culture, underpinned by kindness and mutual respect;

- conserve the buildings, plant and grounds of the College — for example, by proper disposal of rubbish;
- be aware of environmental issues and help the College reduce its environmental impact;
- prepare for life beyond school by taking every opportunity to develop self-discipline, interpersonal skills, reliable and effective working practices, and a willingness to serve the community with integrity, kindness, and ambition.

Classroom expectations

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

- arrive in good time for every lesson and quietly line up outside, enter the room quietly;
- arrive with the appropriate equipment as specified by departments and individual teachers at the beginning of an academic year or at the outset of a new course of lessons, or as directed by the teacher during a previous lesson;
- sit in accordance to the teacher's seating plan;
- start every lesson in a calm and ordered manner;
- mobile phones must not be visible in lessons; devices (laptops / tablets are to be used only with the permission of the teacher).
- KS3 should have available their diary/planner at the beginning of every lesson and record appropriate information (prep, deadlines, advice etc.) as the lesson proceeds;
- listen to and follow instructions, which may be given verbally, in writing or by means of practical demonstration;
- raise a hand before answering or speaking and not interrupt a teacher or fellow pupil;

- treat others and their work with respect;
- handle equipment carefully and follow specific safety guidelines given by the teacher during a lesson (or as laid down by departments and individual teachers at the beginning of an academic year or at the outset of a new course of lessons);
- complete tasks during the lesson in a positive and well-ordered manner;
- leave the classroom quietly, returning all furniture and equipment to their proper places.
- ensure work is authentically their own and not plagiarised.

Epsom Expectations for the Classroom:

- Be Respectful
  Show kindness and integrity. Listen well. Speak politely.
- Be Responsible
  Show ambition and resilience. Care for belongings. Finish tasks.
- Be Organised
  Use attention and organisation. Be prepared and ready to learn.
- Wait Calmly
  Be reflective. Stand quietly before lessons.
- Raise Your Hand
  Show respect and collaboration. Wait your turn to speak.
- Stay Focused
  Use curiosity and thinking. Do your best work.
- Participate
  Be creative and enthusiastic. Join in fully.
- Help Others
  Show kindness and collaboration. Offer support.
- Keep It Tidy
  Be responsible and organised. Keep your space clean.
- Wait to Leave
  Show integrity and reflectiveness by waiting calmly to be dismissed.

Recognition of good behaviour, effort and achievement

Consistently well-behaved pupils are entitled to expect to be praised or rewarded regularly in much the same way that persistent offenders are sanctioned. It is to be hoped that the frequency with which pupils are praised far exceeds that with which they are reprimanded. The College aims to motivate its pupils and create a culture of excellence and an appropriate environment for inspirational teaching and effective learning by taking every opportunity to recognize effort, attainment and positive behaviour. Instant recognition is achieved with appreciative gestures and spoken expressions of approval, gratitude, commendation and admiration, both in the classroom and elsewhere around the College. More formal opportunities include:

- supportive comments noted on written work as part of the marking process;

- The award of language highlight points for actively using the target language in both spoken and written form during lessons.
- the award of merits for extra effort or attainment relating to academic work;
- Diamond Distinctions may be awarded for a piece of academic work that clearly exceeds the expectations of the curriculum being taught. It recognises exceptional ambition, depth of understanding, and independent thought beyond the standard level of study.
- recognition in houses, at weekly school assemblies of pupils who have accrued a number of merits and/or Diamond Distinctions;
- confirmation by subject teachers of academic achievement in regular official communication to parents (i.e. end-of-term reports);
- recognition in houses, at termly school assemblies of pupils who have been awarded colours and certificates for the Epsom Learning Characteristics, highest number of merits and language high points accumulated (see appendix A) ;
- recognition in houses, at weekly school assemblies of pupils who have made a particularly commendable contribution to school activities such as music;
- activity reports to parents in which mention is made of particularly noteworthy participation;
- recognition in Housemasters'/mistresses' reports of achievement in any sphere of school activity;
- frequent informal communication between Tutors/Housemasters/mistresses and parents. Praise and rewards may be given to an individual pupil, a group of pupils within a class or house year group, a whole class or house or even the entire school. In particular, every opportunity should be taken to praise pupils who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.
- Praise and rewards can be used to help reinforce efforts to tackle one particular aspect of behaviour. For example, when there is concern about misbehaviour on journeys to and from school praise might be aimed purposely at pupils who make efforts to subdue such behaviour and act as positive ambassadors for the College.

Reward Levels at Epsom:

	Description	Reward Information	Communication
Level 1:	Recognition for good work in class or general good behaviour - smiles, thank yous and gestures such as 'thumbs up', stars, stickers, stamps Feedback may also be passed onto the HMM and/or Tutor.	Positive verbal feedback from teacher. Stickers/stamps in class notebook or planner	Can be recorded in student planner or classnote books
Level 2a	Language Highlight Point - awarded for actively using the target language in both spoken and written form during lessons. This is to encourage confidence,	Language Highlight Point awarded by teacher. Awarded through ISAMS	Parents, HMM and Tutor receive automated messages from ISAMs informing

	fluency, and ambition in language learning, while promoting a positive and engaging classroom environment.		them a Language Highlight Point has been awarded.
Level 2b:	Merits - Awarded for an excellent piece of prep or classwork, an excellent achievement (such as a very high mark in a test), excellent participation in class or to students who are making excellent academic progress. This can also be awarded for very good conduct around the College. HoDs & HMMs should encourage their department/house tutors to use merits to encourage positive work/behaviour and monitor accordingly.	Merit awarded by teacher. Awarded through ISAMS	Parents, HMM and Tutor receive automated messages from ISAMs informing them a merit has been awarded.
Level 4:	Diamond Distinction for outstanding work - Approval must come through HoD to HoKS Subject & House Recognition HOD & HMM - Awarded at the discretion of the HOD/HMM for continued excellent effort, achievement, conduct etc. e.g star of the week, postcards etc. Epsom Learning Characteristics Awards .	Diamond Distinction Award - Awarded by HoKS in KS Assembly Department/House Award Recognition - Awarded by HODs/HMMs Epsom Learning Characteristics Certificates - HOKS ask teachers to nominate at the end of each term. Certificates awarded for end of term KS Celebration Assemblies	Recorded on ISAMS Presented at KS Assembly Letter to parents from HoKS/HMM/HOD Recorded on ISAMS Presented in House Assembly Parents informed Awarded in End if Term Assemblies - certificates
Level 5:	Accumulation of merit awards Top 10 merit accumulation award for each year group	Monitored by HoKS Students awarded in Celebration Assembly at the end of each term .	Presented at Celebration Assembly at the end of each term Certificate presented
Level 6	HIghest Accumulation of merits and beyond the curriculum contributions - School Full & Half Colours	Highest number of merits - Monitored by HoKS Students awarded in end of term celebration assemblies	Awarded in end of term celebration assemblies

		School Colours - DHTP - Asks for teacher nominations based on the criteria shared. Full and Half Colours will be awarded at the end of term celebration assembly.	Highest Merits - Certificate School Colours - awarded badges
Level 7	Prize giving day Subject Awards and Community Awards	Awarded through HODs, HMMs and HOKS as appropriate. Reviewed by SLT.	Awarded on Speech Day Letter to parents from the HM and entry into the Friday Flyer

Use of disciplinary sanctions

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

Disciplinary measures have three main purposes:

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

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

Teaching staff are advised to:

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

guilty;

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

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

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

A serious offence, or repetition of any offence at any level within a short space of time should usually lead to the next level sanction being imposed.

Sanction Levels at Epsom

A consistent approach and recording from all staff is the key to success with the system.

Sanction Level	Description	Sanction Information	Communication
Level 1	Low-level chatting / Silliness Lack of concentration/effort	**Sanction** Verbal discussion/ warning	None required

Low Level Misbehaviour **Verbal Discussion/ Warning**	Failure to complete class work & Homework Lateness to lesson Lack of equipment. Incorrect uniform	with a member of staff- maybe held back after class for discussion Lack of homework - 24 hours to hand in or at teacher's discretion **Responsibility** Teacher **Recorded** ISAMS	
Level 2 Mid Level Misbehaviour Centralised detention	Persistent low level 1 behaviours such as: No homework submitted after a warning Reluctance to follow instructions after warnings Persistent Low level chatting / disruption / lack of completion of class work Persistent lateness Failure to bring equipment on more than one occasion Or one off incidents such as: Misuse of device Teasing and taunting classmates Rudeness to another student (not discriminatory) Unauthorised return to House	**Sanction** Teacher/HOD detention 20 minutes - lunch *Centralised* Reflection form filled out by student **Responsibility** Teacher & HOD responsibility **Recorded** ISAMS & adding name to spreadsheet	Teacher communicates to HOD & HMM HOD/HMM communicates with home if appropriate e.g. persistently forgetting homework HoDs and HoKS to monitor centralised detention spreadsheet to identify recurring concerns.
Level 3a Higher Level Misbehaviour **College Detention/Friday after school**	Persistent behaviour from Level 2 Failure to attend level 2 detention One off incidents: Low level fighting Rudeness or inappropriate language which is discriminatory or insulting Low level bullying Low level vandalism Serious misuse of device	**Sanction** College Detention 1 hour 15mins detention (Friday after school 4-5.15pm) School uniform - no devices Reflection form **Responsibility** Persistent Level 2 - HOD in their subject Persistent Level 2- HoKS	HOD/HMM Communicates to HoKS Parent email/letter (template for SLT admin to send on headed paper)

	One-off incident between students deemed serious for referral to Senior Staff such as traunting.	across subjects Persistent Level 2 - HMM continual pastoral issues **Recorded** ISAMS & CPOMS depended on nature of incident) Parents informed via letter	
Level 3b **Saturday SLT detention**	Failure to attend College Detention (after 2nd time of non attendance)	**Sanction** Saturday SLT Detention (9.30am - 12pm) **Responsibility** SLT on duty. **Recorded** ISAMS & CPOMS (depended on nature of incident) Parents informed via letter	SLT DHTP/DHTA/HoB to inform parent, HMM, HoKS & Tutor
Level 4 **Serious level of Misbehaviour** **Internal Suspension**	Repeat behaviour from level 3 or one of incidents which are serious breaches of school rules such as: Smoking & drinking alcohol inc. cigarettes, e-cigarettes or vaping Significant vandalism to School property / Graffiti Fighting with harm/injury Persistent truanting Severe rudeness or inappropriate language which is discriminatory or insulting Serious/persistent bullying One off incident between students deemed serious for referral to SLT Bringing the school into disrepute	**Sanction** Internal Suspension Length dependent on incident Report Card to monitor behaviour - if deemed appropriate **Responsibility** DHTP **Recorded** ISAMS & CPOMS depended on nature of incident) Parents informed via letter Request for meeting	DHTP/DHTA/HOB Letter home and request for meeting HMM, HoKS & Tutor informed
Level 5 **Very Serious Misbehaviour** **External**	Repeat of level 4 behaviour or extreme breach of school rules e.g. Serious violent behaviour Excessive consumption and	**Sanction** External suspension Behaviour/Academic contract if deemed appropriate - with specific measurable targets	DHTP/DHTA/HOB Letter home and meeting with parents HMM, HoKS &

Suspension	distribution of alcohol Distribution/supply of cigarettes, e-cigarettes or vapes Seriously bringing the school into disrepute Sexual misbehaviour	**Responsibility** Deputy Headteacher with discussion with Headmaster **Recorded** ISAMS & CPOMS depended on nature of incident) Parents informed via letter Request for meeting	Tutor informed
Level 6 **Permanent Exclusion**	Repeat of level 5 Failure to respond to intervention measures or keep to behaviour contracts. Return to college would put other students and staff at risk Extremely serious breach of school rules and/or a criminal act e.g drugs, excessive violence, sexual criminal activity.	**Sanction** Permanent Exclusion **Responsibility** Headteacher & Governors	HT Letter home and meeting

Report Card - HoKS/HMM- Whilst neither a reward nor sanction, if there is concern about a student's academic progress or general behaviour they may be placed on an Academic or Behaviour Report to monitor academic performance across the school. The form tutor is responsible for a daily check and to feedback to HMM or HOKS with the progress. If the student is a boarder then there should be a daily check within the house.

Academic/Behavior contract - If there is a concern that a student is not progressing positively academically and/or behaviourally and the student is not responding proactively to interventions previously put in place a student may put on a formal contract that is agreed between the the student, SLT and parents. This contract holds the student accountable for their behaviour and academic progress. A review time will be set and if a student is unable to reach the goals set the student may be asked to leave the school or change status from boarding to day, depending on the contract.

Restorative Practices at Epsom College Malaysia

Restorative practices at Epsom College Malaysia aim to repair harm, rebuild trust, and strengthen relationships within our community. They align with our core values of Kindness, Integrity, and Ambition, and provide structured opportunities for students to reflect on their behaviour, understand its impact, and take responsibility for making amends.

Principles of Restorative Practice

- Respect for the dignity of every individual.
- Accountability for actions and their consequences.

- Repairing harm rather than simply punishing misconduct.
- Reintegration of students into the community following incidents.
- Collaboration and problem-solving to support long-term positive change.

When Restorative Practices Are Used
Restorative approaches may be used:

- Following low- or mid-level behavioural incidents where relationships have been affected.
- Alongside sanctions where appropriate, to ensure learning and reflection.
- After conflicts between students or between a student and a member of staff.
- As part of reintegration following internal or external suspension.

Restorative practice does not replace the College's disciplinary system but complements it by helping students understand and grow from their actions.

Types of Restorative Interventions

- Restorative Conversations – short, structured discussions focusing on what happened, who was affected, and how the harm can be repaired.
- Restorative Meetings – more formal meetings involving relevant parties and a trained facilitator.
- Restorative Circles – group-based dialogues used where a wider peer group has been impacted.

Restorative Questions

- What happened from your perspective?
- What were you thinking and feeling at the time?
- Who has been affected and how?
- What needs to happen now to put things right?
- What can be done differently next time?

Outcomes and Follow-Up
Examples of restorative actions:

- Verbal or written apologies.
- Behaviour agreements.
- Acts to repair harm (e.g., replacing damaged items).
- Reflection tasks recorded on CPOMS when appropriate.

Recording

- Restorative interventions must be logged on CPOMS when linked to a safeguarding or behaviour concern.
- Entries should remain factual, referencing the incident, the restorative response, and any follow-up.

Impact
Restorative practices:

- Support emotional development and empathy.
- Reduce repeated behavioural issues.
- Strengthen student-staff relationships.

- Promote a positive and respectful school environment.

Malicious allegations against staff

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

Recording of sanctions for serious misbehaviour

The Deputy Headteacher Pastoral and/or Heads of Key Stage is responsible for keeping a record of all sanctions imposed on pupils for incidents of serious misbehaviour through records on ISAMs and/or CPOMS if appropriate. The detail recorded will include a summary of the offence and sanction, together with all paperwork relating to the incident.

Physical intervention

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

Guidance to teaching staff and others enabling them to conduct themselves in an appropriate manner on those rare occasions when it is deemed necessary to use some form of force including physical restraint is offered in the policy document *"Use of Reasonable Force to Control or Restrain Pupils"*. A member of staff may take forceful but reasonable and non-injurious measures in order to prevent a pupil from:

- committing an offence;
- causing personal injury;
- causing damage to property;
- prejudicing the maintenance of good order and discipline.

The aim in the guidance is to develop and uphold the consistent application of practices that, above all, are considered to be safe, but which also preserve the dignity and well-being of all those involved.

Recognition of the possibility that members of staff might sometimes be justified in using force is not a return to corporal punishment, use of which is not permitted anywhere in the College or beyond (i.e. during school related activities). Force may not be used as a form of punishment.

Roles and responsibilities

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

Tutors monitor all aspects of the school career of each of his/her tutees, which for some will include interpretation of and compliance with features of the College's code of conduct. Through one-to-one conversations and more open discussions during tutor periods, tutors offer guidance to their tutees on a range of pastoral issues, including those that relate directly to behaviour. The occasional steer towards a particular direction or well-timed piece of advice can change a course of action, transform the tutee's perspective on life at school or even avert a potential disaster.

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

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

Heads of Key Stage are responsible for monitoring the academic progress and discipline across a given year groups. Heads of Key Stage will work closely with the Deputy Head(s) when setting strategies and dealing with matters of behaviour and discipline.

The **Deputy Headteacher Pastoral** is responsible for maintaining standards of pupils' behaviour and discipline throughout the College. He/She will inform the Headteacher about

any significant behavioural issues that arise. He/She will annually review, monitor and revise as necessary all other procedures and policy documents that relate to the welfare or conduct of pupils, such as '*Guidance for Pupils'*, and advise teaching staff and others of developments. He/She will manage the administration and supervision of school detentions. He/she will ensure that thorough records are kept of all incidents of serious misbehaviour.

The **Deputy Headteacher Academic and Head of Key Stages,** is responsible for maintaining standards of pupils' behaviour and discipline throughout the College, including consistency across departments in classroom behaviour, reporting (including the application of effort and attainment grades) and the award of merits and distinctions. He/she will ensure that thorough records are kept of all incidents of serious misbehaviour.

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

The **Governors** endorse the principles underlying the policy and require the Headmaster to ensure appropriate standards of discipline within the school.

All **staff** are required to follow the Staff Code of Conduct policy, to implement this behaviour policy equitably to all pupils.

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

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

Appendix A

Epsom Learning Characteristics

Curiosity	To wonder, question, explore, experiment. For example asking questions, completing independent research or trying new methods or techniques.
Resilience	To be determined, persevering, to be able to recover, to be willing to practise. For example, trying again when you fail or practising to improve.
Creativity	To be able to connect and visualise. For example, showing the ability to transfer skills between topics, thinking of different ways to solve problems or to consider different approaches to studying or working.

Reflectiveness	To be able to evaluate a situation and self-evaluate. For example, showing improvement based on feedback that has been given by a teacher or peer or understanding why something has not worked or how it might be done differently next time.
Attention	To be able to notice, concentrate, contemplate, immerse. For example, showing listening skills, staying on task in class or getting involved in discussions.
Collaborating	To be social, accepting, to be able to imitate, empathise and lead. For example, being able to be a team player, being helpful to others, leading group work.
Organisation	To be able to plan and be resourceful. For example, completing tasks, including homework, on time, finding information independently, finding solutions.
Thinking	To be able to deduce, analyse, critique, intuit. For example, understanding reasons, significance and importance or understanding the deeper meaning behind a text or event