



RADLEY

Behaviour Policy

October 2025

This policy should be read in conjunction with the [Reporting Policy](#), which includes Session Grades.

Behaviour

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

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

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

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

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

If it is felt that a student's room or property needs to be searched, the [Search Policy](#) must be followed.

Leadership and Management

The Sub-Warden is responsible for standards of behaviour in the College and reports to the Warden. Other CMT members (in particular Deputy Head Pastoral and DSL) also promote good behaviour. The Under-Master, Tutors, Heads of Year and Form Masters are all responsible in supporting standards. There is a designated Safeguarding Governor and the Chairman of Council is informed of all serious disciplinary breaches.

Staff Induction (for all new staff and others), beginning of term INSET and Teaching and Learning sessions give staff appropriate training in the maintenance of high standards of behaviour. Through iSAMS and CPOMS entries behaviour is monitored by the Deputy Head Pastoral and the Sub-Warden.

Promotion of Good Behaviour

Formally:

- At the start of their College career, all pupils are introduced to the Radley **Code of Conduct** and sign to say that they understand and agree to abide by it.
- Pupils who join the College at different times, or pupils returning to the College, are reminded of the Code of Conduct, as well as being instructed by Form Masters and Heads of Year.
- In Warden's Assemblies where examples of good behaviour are identified and praised.
- Form Masters should make Heads of Year, the Sub-Warden and the Warden aware of any particularly good behaviour or exceptional achievements by pupils.
- Expectations relating to classroom behaviour are to be found in the Curriculum, Teaching and Learning Policy. There are 10 key points to be observed.
- Examples of items which pupils should not have in their possession are listed in the Healthy Living Policy and the School Rules.
- Social Prayers have various announcements to underline the need for good behaviour in public areas and privately in Social; examples of good behaviour are cited.
- PSHE covers many aspects of good behaviour and Form Masters are encouraged to give examples of good behaviour and explain their importance.
- Prefects/Mentors are trained and expected to disseminate the standards of good behaviour to their charges and to discuss their value in the smooth running of the Social and College.
- The Proctor reminds pupils on their way to lessons about dress, tidiness and punctuality.
- All dons are expected to model and promote good behaviour in their classroom, on the games field or in any area of College life, for example Hall and Chapel.
- Pupils are given clear instruction about what is expected when they go to matches, socials or any formal event, including theatre visits, and dons are expected to set an example in this regard.
- Form Masters use Form periods to discuss behaviour and promote courtesy, decency and honesty.

Informally:

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

- Pupils might discuss behaviour with an adult during Cocoa.

Rewards

Good Academic Work

It is important to encourage pupils to produce good work both inside and outside lessons. The following system operates:

Distinction: for good academic effort, relative to the capabilities of the pupil.

Postcard: for very good academic effort, relative to the capabilities of the pupil. Postcards should be awarded roughly once per week per don.

Copy: for exceptional work, judged on absolute criteria. Copies are reserved for work that is worthy of being copied and kept in the library. Copies are not restricted to written work. It could be an audio or video recording, in which case reference to this should be displayed, or a physical item that has been made. Dons should consult with their HoD before awarding a copy.

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

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

Pupils who gain a *distinction*, *postcard* or *copy* are entered in the Social “Distinction Dining” lottery. Distinction Dining takes place each half of term in Shop to reward academic achievement.

Gift Giving

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

Recognising achievement in other areas

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

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

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

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

Guidelines for Child-on-Child abuse and Pupil Romantic Relationships at Radley

Child-on-Child Abuse All cases of Child-on-Child Abuse will be taken very seriously. Full information on definitions, identification and procedures can be found both in the [Safeguarding Policy](#) and the [Anti Bullying Policy](#). The DSL must be informed of any cases of child-on-child abuse.

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

Romantic Relationships between pupils at the College.

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

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

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

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

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

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

Romantic Relationships between a member of staff and a pupil

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

Discipline

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

There are four main levels of punishment:

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

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

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

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

Sanctions for the above include:

- Exclusion
- Suspension
- Gating and Removal of privileges

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

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

Sanctions for these offences include:

- Social duties and regular reporting
- Detentions
- Tardy list
- Creating a concern

Level 4. Is a category of offences within Socials:

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

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

Academic sanctions and support

Radley pupils are expected to give 100% effort in their academic studies, regardless of their ability. Pupils should be prepared for lessons, contribute to a productive and orderly classroom environment, and complete any prep or work they have been set to the best of their abilities.

Dons are expected to pre-empt unsatisfactory academic behaviour or performance by providing opportunities for pupils to equip themselves properly for lessons, to communicate their standards for classroom behaviour clearly, and to spend lesson time clarifying prep expectations so that they are clearly understood. Dons encourage their expectations through verbal praise, distinctions, and postcards.

However, when these standards are not met, pupils should expect to be sanctioned with a **detention**.

Detentions should be awarded for *exceptionally low effort*. Note *effort* not *performance*. So if a Don is putting pupils in detention for low effort in a test from a relatively mixed ability set then it may be that different pupils have different pass marks.

Dons should be mindful of the SEND profiles of their pupils. But they should also expect high standards from *all* pupils, and recognise that pupils with certain SEND profiles benefit from very clear rules and consequences. To avoid unhelpful escalation the following interventions should occur:

- Pupils reaching 3 detentions in one half of a term will automatically result in a formal conversation/intervention with their Form Master (outcome/actions/notes shared as a Pastoral or Academic Concern on iSAMS)
- Pupils reaching 6 detentions in one half of a term will automatically result in a formal conversation/intervention with their Tutor or Head of Year (outcome/actions/notes shared as a Pastoral or Academic Concern on iSAMS)

- Pupils reaching 9 detentions in one half of a term will automatically result in a formal conversation/intervention with the relevant member of CMT, the Deputy Head Academic, the Deputy Head Pastoral or the Sub-Warden.
- There will be liaison with the Academic Support department as necessary.

The purpose of the detention is to act as a deterrent to prevent pupils from choosing to behave in such a way in the future. Academic detentions are split into two categories – singles and doubles – with both being taken at 0740 the morning after the infraction, except in exceptional circumstances.

Reasons for academic detentions:

Single (20 minutes)	Double (40 minutes)
Wrong equipment to lessons after one warning	No prep with no notice
iPad/laptop not charged	Failed test showing exceptionally low effort
Disrupting a lesson after one warning	Off-task behaviour (e.g. games) on iPad
	NEA checkpoint missed
	Subject Clinic missed

While the purpose of the detention is to act as a deterrent, it is also expected that the Don giving the detentions meets the pupil at a convenient time for a restorative conversation. The purpose of the conversation is to check that the pupil understands why his behaviour fell short of the College's expectations and what he needs to do differently next time.

It should be noted that a detention is different from Supervised Study (Sixth Form) and subject clinics. The purpose of Supervised Study is to support academic progress for the Sixth Form. Subject clinics, usually run in departments, are to support Fifth Form pupils who, while they have not achieved the expected academic standards, are putting in the expected level of effort.

To avoid unhelpful escalation, if a pupil gains a large number of detentions then it is converted into a conversation and intervention plan with the Deputy Head Academic, the Deputy Head Pastoral or the Sub-Warden.

It is vital that pupils know why they have been put in detention. It clearly cannot have its desired effect if this is not the case. It is the don's responsibility to communicate the reason effectively.

Plagiarism

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

iSAMS Reward & Conduct Manager Entries

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

Cause	Effect	Notes	Examples
Pastoral Concern	<i>Neutral</i>	Information only. Feeding a wider narrative of an individual across all aspects of College life (lessons, Social, etc.) Encompasses everything.	- Relationship issues anywhere in College - Mood changes - Medical concerns - Homesickness - Character reference - General observations on a pupil - Missing Social Prayers - Misbehaviour in Social (late out of bed, troublesome at bedtime, phone confiscation, device deceit, etc.) - Missing Chapel - Untidy bedroom
Academic Concern	<i>Neutral</i>	Information only. Feeding a wider narrative of an individual's academic progress to interested stakeholders. Particularly useful where an academic concern is more a) urgent and b) complex than marking a pupil as a 'Concern' in the Session Grade.	- A pupil's test results over time indicate that he is seriously struggling with the course. - Repeatedly not completing prep or completing it late. - A pupil's answers in class demonstrate that he is finding it hard to understand what is being taught. - A pupil's effort levels in class and/or prep are significantly below the expected standard.
Late Arrival	Tardy	For academic lessons and College activities	
Missing Chapel	Chapel Tardy	An apology note should be sent to the Chaplain and the tardy book be signed	
Poor Behaviour	Detention	For less serious disciplinary issues (see table above)	

	Loss of Privileges	More serious matters and only in consultation with the Head of Year, Tutor, Under Master and Sub-Warden	
Alcohol or Drugs		See Healthy Living Policy	
Smoking/Vaping		See Healthy Living Policy	
Serious	Suspension	Only in consultation with the Head of Year, Tutor, Under Master, Sub-Warden and Warden	
Excellent Work	Distinction	For good academic work or behaviour relative to the capabilities of the pupil.	
	Postcard	For very good academic work relative to the capabilities of the pupil.	
	Copy	For exceptional work, judged on absolute criteria – this is outstanding for a pupil of that age and is rarely awarded. The pupil will meet the Deputy Head (Academic).	
	Prize	Awarded in all subjects, across year groups, on an annual basis and presented at prize-giving.	
	Commendation or Pastoral Praise	For an exemplary contribution in Co-Curricular Activities, Pastoral Activities or Social.	• Excellent performance in a fixture(s)/over a season • Acts of leadership • Excellent performance in a music concert/competition • Excellent theatre performance • Social Prayers talk • Particularly significant contribution to Social

Heads of Year and the Pastoral Committee monitor trends which may appear regarding individual pupils or year groups. Support for pupils is provided in consultation with the Head of Academic Support. Behavioural concerns are monitored by the Sub-Warden (Behavioural Intervention Plan). Pastoral concerns are monitored by the Deputy Head Pastoral (Pastoral Intervention Plan). Academic concerns are monitored by the Deputy Head Academic (Academic Intervention Plan). Tutors will monitor pupils in their Socials using a traffic light system which is then submitted to the Deputy Head Pastoral and monitored by the Pastoral Committee.

CPOMS

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

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