



Key aims:

- To promote and sustain high standards of behaviour.
- To maintain the safety of the school community.
- To ensure that all pupils within the school community are able to benefit from and contribute to school life.

School vision:

Runnymede undertakes to provide a safe, respectful and caring environment in which students can prosper personally, intellectually, culturally, morally, academically, socially and physically. Discrimination of any sort has no place at Runnymede and the values of respect, tolerance and open-mindedness underpin everything we do.

The aims of the School are:

- To provide an all-round, academic, liberal humanist education to all students.
- To help each child to fulfil their potential, both academically and socially.
- To foster an international outlook, awareness of and respect for different cultures.
- To ensure all students attain a native level of English.
- To encourage the development of positive values: respect, curiosity, determination, responsibility, integrity, community, tolerance, kindness, enthusiasm

Within a campus which includes both Senior and Pre Prep School, the whole community is united under our commitment to Runnymede Values. The purpose of promoting good behaviour is to support and reinforce these values so that every pupil may succeed to the very best of their ability, and leave Runnymede with respect for themselves, for others and for their community. When a pupil upholds the school values and gets things right, this is acknowledged and celebrated in the form of rewards. When behaviour goes against our values, or a pupil gets something wrong, this may be marked with a sanction, but more importantly, through support for a pupil to ensure that they can learn from mistakes and move forward positively.

Roles:

- **All staff** have a role to play in the promotion of positive behaviour. They should intervene and follow the steps to ensure that positive behaviour is encouraged and poor behaviour is dealt with.
- **Class Teachers** play the role in intervening when pupils receive positive or negative house points.
- **Form Tutors** should be the initial point of communication between class teachers, the school, and parents. They must also insist on the Headmaster's Expectations (mentioned later). Form Teachers will monitor the class house points weekly and be responsible for sending communications home.
- **Head of Lower Prep or Upper Prep (Lower Prep - Yrs 4-6 and Upper Prep - Yrs 7-8)** will support the DHP in ensuring the consistency of values, expectations and standards for all Years in the Prep School.

- **Deputy Head Pastoral** oversees and monitors the behaviour of the entire Prep School group, supporting form tutors to intervene appropriately and manage year group behaviour concerns.

Scope and Application:

This policy (together with the school rules and all policies relating to behaviour or discipline) applies to pupils at all times when a pupil is:

- in or at school.
- representing the school or wearing school uniform.
- travelling to and from school.
- associated with the school at any time.
- Online.

It also applies to all pupils at all times and places, including out of school hours and off school premises where their conduct could have repercussions on the orderly running of the school, its reputation, the welfare of its community members, or the public.

Important note: this policy complements the *Reglamento de Convivencia y Disciplina* and, in case of conflict, the Reglamento prevails.

Promoting Positive Behaviour:

- At Runnymede we seek to reward pupil behaviour which exhibits our values in any aspect of school life. The school recognises that, often the use of positive discipline and rewards methods may enable the school to manage a student's behaviour more effectively and improve their educational outcomes, particularly where challenging behaviour is related to a student's special educational needs or disability.
- Every form tutor has access to data summarising the rewards received by pupils in their form and reviews this on a regular basis. The Form Tutor then works alongside Deputy Heads and Heads of Department to determine responses to this which celebrate and reinforce good habits.

There is **special recognition** for excellent behaviour, academic excellence or effort through:

- The awarding of **House Points** by staff, in a consistent and fair manner. All staff are encouraged to actively look for opportunities to praise and reward pupils both within and beyond lessons.
- **House Points** should be uploaded onto iSAMS by the teacher issuing the house points. House points will be monitored by the Form Tutor, who is responsible for awards.
- **Reward Bracelets:** Pupils are awarded with a bracelet as their house point totals increase and they achieve different levels - bronze, silver, gold or platinum.
- **Star Pupils** will be recognised weekly during assemblies, awarded for demonstrating **Respect, Kindness**, or **Curiosity**.
- **Prize Giving** at the end of each year is also an opportunity to celebrate academic and co-curricular achievement and effort.

Hard work, positive contributions to school life or lessons, good attitude to learning over a period of time, achievement and behaviours that reinforce our school values (examples below) are acknowledged and rewarded:

- Respect
- Curiosity
- Determination (academic progress, commitment, effort, improvement in behaviour/attitude, resilience, subject specific skill)
- Responsibility (dress code, line up points, punctuality)
- Integrity (honesty, solidarity)
- Community (community spirit, green points, house spirit, participation, teamwork)
- Tolerance
- Kindness (helpfulness, politeness, respect)

House Points can be awarded for the following reasons:

- Notable act of kindness to a member of the school community
- An act of care for the school environment
- Particularly good individual progress made in a lesson
- Commitment to a co-curricular activity
- Excellent representation of the school (co-curricular, trips etc.)
- Consistent excellence of uniform presentation
- Participation in a wider-school event (e.g. charity)
- Excellent use of language in a lesson
- Particular improvement in personal attainment
- Consistently punctual and ready to learn
- Notable demonstration of academic curiosity
- A remarkable and sustained improvement in any previously negative issue

Headmasters Expectations

Below are the expectations for pupils at Runnymede set out by the Headmaster. They set out clear and consistent standards of behaviour and respect before, during, and after all lessons. They are:

- Wait outside the classroom in an orderly fashion until asked to go inside.
- Stand behind desks until told to sit down.
- At the end of the lesson, stand behind desks until told to leave.
- Stand up when the Headmaster, Assistant Headmistress or visitors enter the classroom.
- Move to the next lesson between the warning bell and the second bell. Be ready to start next lesson on the second bell.
- No running inside the Prep School building at any time.

Behaviour of Concern: Prep School

- We know that Runnymedians may, on occasion, get things wrong. The school will always seek to address behaviour of concern fairly and equitably. Any corrective measures will be proportionate to the pupil's age, personal circumstances, and the nature and seriousness of the offences committed.
- In line with our school value of Integrity, we expect all pupils to be honest during investigations into behaviour of concern. Pupils who are dishonest about their behaviour should expect this to be considered as a serious additional concern.

Runnymede Prep School Code of Conduct

We are Runnymedians, we are... Respectful, Kind and Curious.

At the beginning of each year, each form will develop their code of conduct, which will be signed by all pupils and displayed in the classroom.

Consequences for behaviours of concern

Playground Behaviour:

It is expected that pupils' behaviour outside the classroom is on par with behaviour inside the classroom, and the same rules apply.

- If poor behaviour is seen or reported then the playground members of staff on duty may deal with the pupil verbally with a warning.
- Concerning play will result in "time out" and a negative house point. If aggression persists the child concerned will spend the rest of break time with duty staff members and be issued a detention for afternoon break time.
- The playground supervisor may call for extra help from the Deputy Heads in the first instance, or Prep School Headmaster in more serious cases.
- Pupils will be issued with detentions, which will occur in break times.
- All incidents should be monitored on the iSAMS and monitored by the Form Tutors and Deputy Head Pastoral.
- More serious incidents should be reported to parents.
- Any incidents should also be discussed with the appropriate Form Tutor so incidents which need following up will be addressed during dedicated pastoral time led by the Form Tutor at the end of the day.

Penalties:

There are a series of consequences for Negative House Points that can be seen in the table overleaf. This is guidance and members of staff are able to use judgement to issue penalties accordingly dependent on the severity of the infringement.

- Following a clear reminder and verbal warning, pupils who commit a Level 1 or Level 2 behavioural infringement will receive one negative House Point for each incident. Each negative House Point will automatically result in a 15-minute break-time detention, supervised by a member of the Senior Leadership Team (SLT). During the detention, pupils will complete a reflection sheet designed to encourage thoughtful consideration of their behaviour, its impact on others, and how similar incidents can be avoided in the future. If a pupil receives three negative House Points within the same week, they will also receive a lunchtime detention with the Head of Junior Prep or Head of Senior Prep. This provides an opportunity to discuss the reasons for the repeated behaviour and identify strategies for improvement.
- Pupils are informed directly by the member of staff if they are given a negative house point. Warnings and penalties should be issued in a discreet and calm manner to avoid behavioural escalation.

Warnings	Penalties	Escalation
- Talking over the teacher in lessons - Excessive levels of noise in lessons - Failing to start working quickly or meeting the expectations of the teacher (<i>on an individual child basis</i>) - Incorrect uniform - Not speaking in the language of the lessons - Use of iPads or laptops anywhere in school outside of lessons - Uncharged or forgotten iPad - Incorrect uniform or PE kit - Missing or incomplete homework - Not following instructions - Lack of essential equipment	- Repeating any behaviour following a warning - Disrespectful behaviour in the dining hall - Inexcusable lateness to lessons following break periods - Poor conduct outside of lessons - Eating chewing gum - Inappropriate use of iPad - Offensive language	Cheating or any form of academic misconduct or malpractice Bullying or deliberate unkindness Physical violence Xenophobia or Homophobia or any other form of discriminatory behaviour Use of any form of device in school (mobile phones, smart watches etc..) Disrespectful, rude or defiant behaviour towards teaching or non-teaching staff Bring the school into disrepute

- Penalties must be recorded on iSAMS.

Negative House Points	Consequences	Actions
1-2	Form Tutor Warning (Level 1)	Discussion of your behaviours with your form tutor. 15-minute detention during break time with a member of SLT. During this time, pupils complete a reflection sheet.
-3	Behavioural Intervention (Level 2)	You will meet with your Form Tutor to discuss the reasons for your negative House Points and identify strategies to help you improve your behaviour. You will be placed on a Green Behaviour Report for five school days, during which your teachers will monitor and evaluate your progress against your agreed behavioural targets. In addition, you will attend a lunchtime detention with the Head of Junior Prep or Head of Senior Prep, and your parents will be informed.
5-10	Behavioural Intervention 2 (Level 2)	You will meet with the Deputy Head (Pastoral) to discuss the improvements required and agree clear targets for moving forward. During this time, you will report regularly to the Deputy Head (Pastoral) to review your progress. You will be placed on an Amber Behaviour Report for five school days, during which your teachers will monitor and assess your progress against your agreed behavioural targets. In addition, you will attend a one-hour detention with the Deputy Head (Pastoral), and your parents will be informed.
-15	Behavioural Intervention 3 Deputy Head Pastoral (Level 2)	Your parents will be invited to attend a meeting with the Deputy Head (Pastoral) and the Head of Prep School to discuss your ongoing behaviour and the support required to help you meet the school's expectations. You will be placed on a Red Behaviour Report and will report regularly to the Head of Prep School, who will monitor your progress and review your conduct throughout the reporting period. In addition, you will attend a 90-minute detention with the Head of Prep School. Your Red Behaviour Report will be extended, and more serious sanctions, including an internal suspension, may be considered if sufficient improvement is not demonstrated.
No significant improvement in behaviour	Headmaster (Level 3)	Your parents will be invited to attend a meeting with the Headmaster or a senior member of the Senior Leadership Team (SLT) to discuss your conduct and the serious concerns regarding your behaviour. At this stage, an external suspension is likely, and you will receive a written final warning outlining the expectations for your future conduct. Failure to demonstrate a sustained improvement in behaviour may result in further disciplinary action, in accordance with the school's Behaviour Policy.

- More serious behaviour incidents (level 3 and 4) are dealt with by the Deputy Heads and Prep School Headmaster. All serious behaviour incidents should be reported directly to the Deputy Head Pastoral and Prep School Headmaster.

Removal from lesson:

In the extremely rare occasion of pupils continuing to disrupt learning after a warning and a negative house point, teachers may ask pupils to be removed from the lesson and complete their classwork with a member of the Prep School Senior Leadership Team.

Behaviour Report:

A student goes on report when their behaviour or academic progress becomes a matter of concern. This is done in consultation with the Deputy Head Pastoral. Clear areas of required improvement are written on the report, and behaviour is monitored for 5 school days. The report is concluded with a reflective meeting. (This corrective measure may be replaced with the withdrawal of privileges, in conjunction with a formal meeting). If a pupil fails the report, they will be placed on a Deputy Head Pastoral report and following this a Head Teacher report.

Behaviour Intervention Guidance

Below an exemplar of the possible types of interventions offered to pupils who are finding it challenging to meet the Runnymede Prep School expectations of behaviour.

Types of infringement	Possible intervention
Organisation	- Class Teacher support with planner use - Checklist for bag packing each evening - Homework club at lunch time - Referral to SENCo
Behaviour in lesson	- Form Teacher report with specific targets - Mentoring sessions with Form Tutor. - Meetings with parents and behaviour intervention plan created - Referral to SENCo
Behaviour in the playground	- Time outs - Supporting in younger year groups to develop a sense of responsibility
Friendship	- Attending lunch times - Attending co-curricular activities
Bullying	- Victim support intervention - Group interventions 'Developing positive friendships' with the Deputy Head Pastoral and Form Tutors - Cohort assemblies and PSHE sessions where necessary

Inappropriate language choices	- Introducing reading challenge to promote use of English - Education session with the Form Tutor on the meaning of negative language and the impacts
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Guidelines for Level 3 sanctions:

- Any serious behaviour sanctions need to be communicated with parents **before** the sanction is imposed.
- All sanctions need to be communicated **via email** (i.e. any phone call conversations need to be followed up with an email).
- **Both** parents always need to be informed.

Final warning:

A student may be placed on a Final Warning by the Head or Assistant Head based on the Headmaster meeting. The Final Warning may be issued in the event of:

- a serious breach of school rules which, if repeated would justify Permanent Exclusion
- the repetition of more minor breaches or continued disregard for school rules
- a failure to comply with the requirements of an agreed behaviour plan

If the student repeats any of the behaviour in their Final Warning they are likely to be subject to a Permanent Exclusion/Required Removal. The school reserves the right to issue a Final Warning alongside other punishments, e.g. suspension.

Any final warning, suspension or permanent exclusion will be managed through a disciplinary file and will respect the pupil's right to a hearing and the parents' right to be informed, as established in Articles 17–21 of the *Reglamento de Convivencia y Disciplina*.

Required removal:

Parents may be required to remove a pupil from the school if:

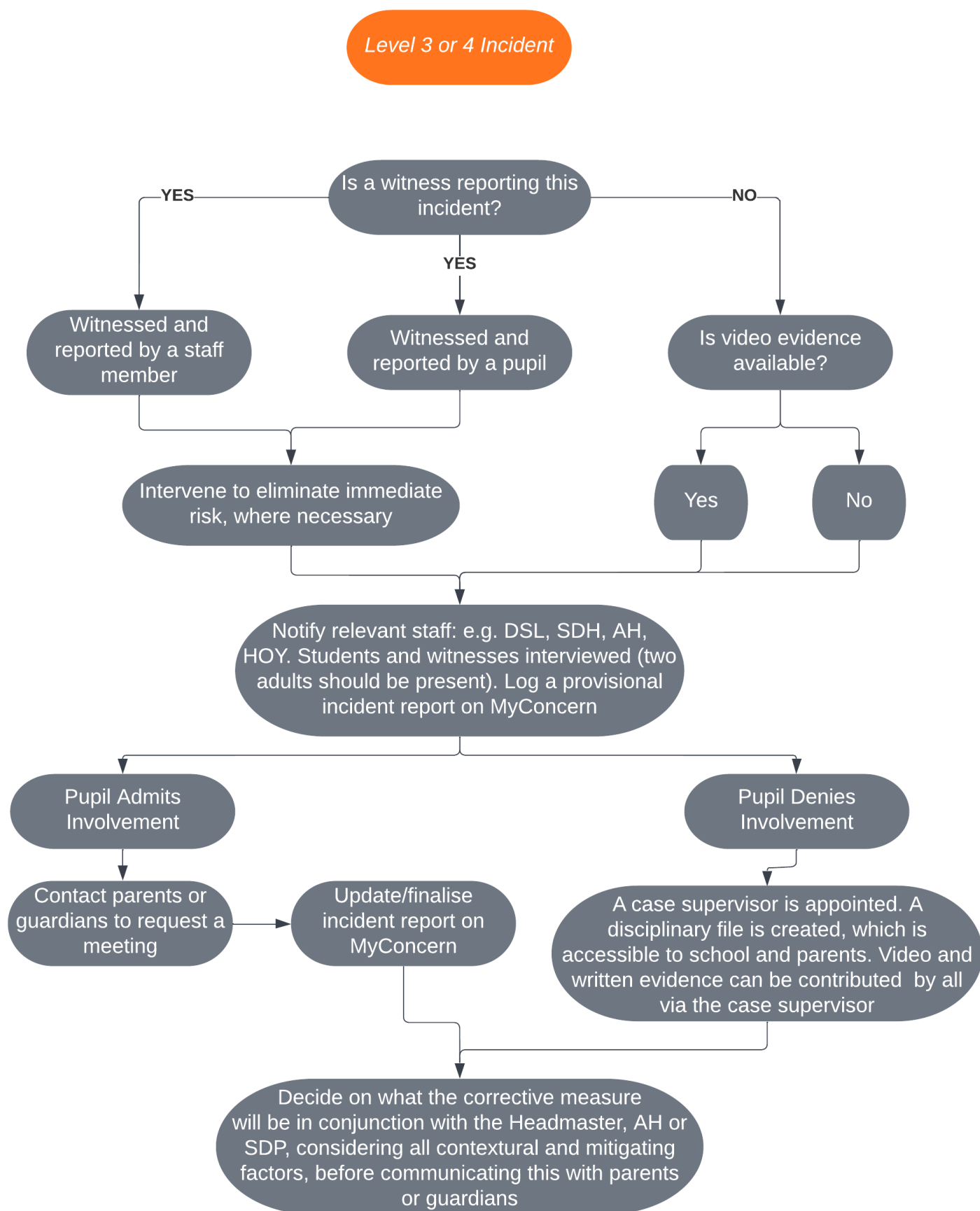
- In exceptional circumstances where the behaviour or conduct of a pupil or of their parents seriously undermines the academic progress or welfare of other pupils, the Head may initiate a disciplinary file in accordance with the *Reglamento de Convivencia y Disciplina*. Following the investigation and hearing procedures set out in Articles 20–21 of the *Reglamento*, the Head may propose the withdrawal or expulsion of the pupil. Parents will be notified in writing and will have the right to be heard and to appeal the decision.
- the pupil's attendance or progress is unsatisfactory and the removal of that pupil is in the best interest of the pupil and other children.

Suspension:

More serious conduct may result in suspension from the school for a certain number of days. The duration of the suspension is decided by the Headmaster, and a pupil is allowed to return to school after a meeting between the Headmaster and his/her parents in which clear expectations of future conduct are stipulated.

Permanent Exclusion:

The decision to exclude a pupil is only ever considered under extreme circumstances. It is never taken lightly and will usually follow a formal case hearing with the Headmaster. A pupil may be asked to leave the school permanently, at the discretion of the Headmaster, for a significant breach of school rules and related policies, breaches of a Final Warning, behaviour that puts themselves or other pupils at risk, behaviour that damages the reputation of the school, criminal or illegal acts, or repeated or significant behaviour that undermines the school community. This can include persistent low-level behaviour of concern.



Other policies:

This policy should be read alongside the following:

- Alcohol, Smoking & Drugs Policy
- Preventing Bullying Policy
- E-Safety Policy
- ICT Acceptable Use Policy
- Pupil & Parent Handbook
- Safeguarding & Child Protection Policy
- School Rules

Appendix A: Behaviours of concern and guidelines to disciplinary actions:

(Based on the 'Protocolo de Convivencia')

	Examples include, but are not limited to:	Disciplinary action	By whom? Format?
Level 1 Minor (lacks self-respect) (Article 8)	Late to lesson/ school Lack of effort Lack of organisation Not adhering to dress code Work missing/ late work Misuse of technology (see Acceptable use of ICT policy)	Warning Verbal reprimand and/or Negative house point	Any member of staff
Level 2 Moderate (lacks respect to others/ school) (Article 9)	Repeated Level 1 behaviours (a) Calling out, Distracting others, Chatty (b) Disrespectful language/ behaviour, unkindness (c) (Anti-bullying policy) Dishonesty, Disobedience, Dangerous behaviour (d) Mobile Phone not handed in at the office Disruption of normal school activities (k) Exam or homework misconduct (j) Poor behaviour on bus, Out of bounds (d?) Failure to report any concerns (l) Lying or misrepresenting the truth (o)	Negative house point a) Going on report (in particular for repeated Level 1 behaviours) And/or b) Missing break time or lunch time c) Extra academic task or school based community service d) Exclusion from the class or activity e) Suspension from extracurricular activity	Any member of staff Form Tutor Subject teacher, Form Tutor, Deputy Head Pastoral.
Level 3 Serious (Serious lack of respect to others/ school) (Article 9)	Repeated Level 2 behaviours (i) Damage to school's premises and property (e) Theft, damage or concealment of belongings of others (f) Incitement or conspiracy to commit serious misconduct (g) Participation in mutually agreed fights (h) The dissemination of images or information of a personal nature about others (m) Failure to comply with a sanctions/ measures imposed for a minor misdemeanour (n)	Options: a) Exclusion from classes or activities (for a maximum period of three consecutive school days) b) Missing break time or lunch time (for a maximum of 15 days) c) Extra academic task or school based community service (for a maximum period of one month) d) Suspension from extracurricular activity (for a maximum period of three months) e) Suspension from school (for a maximum of five consecutive school days)	DHP Pupils to acknowledge responsibility and apologise (return, repair, pay) (Article 15) Case supervisor to be assigned. A report needs to be written up and signed by pupil (13+) (Article 17) Right to hearing prior to corrective measure must be respected.

Level 4 Very Serious (Very serious lack of respect to others/ school) (Article 10)	a) Serious acts of indiscipline, disrespect, insults, threats, defiance b) The use of intimidation or violence, aggression c) Violation of the right to privacy d) Endangering the health of others e) Discrimination, harassment or humiliation f) Recording, exposure or disclosure g) Serious damage caused intentionally or by improper use h) Impersonation and falsification or theft of academic documents. i) Use and trading of drugs or harmful substances or items j) Improper or unauthorised accessing of school documents, files and servers. k) Serious disruption of the school's normal activities and, in general, any serious breach of the rules of conduct. l) Incitement to commit a very serious offence against the school rules m) Repetition of two or more serious offences in the <u>same quarter</u>. n) Failure to comply with a sanctions/ measures imposed for a serious misconduct.	Options: a) Exclusion from classes or activities (for a maximum period of three consecutive school days) b) Missing break time or lunch time (for a maximum of 15 days) c) Extra academic task or school based community service (for a maximum period of one month) d) Suspension from extracurricular activity (for a maximum period of three months) e) Suspension from school (for a maximum of five consecutive school days)	Headmaster, Assistant Headmistress, Senior Deputy Head Case supervisor to be assigned. A report needs to be written up and signed by pupil (13+) (Article 17) Right to hearing prior to corrective measure must be respected.
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Date: July 2026

Next review date: December 2026