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RUNNYMEDE COLLEGE

Delight, Ornament, Ability

# Promoting Positive Behaviour Policy & Procedures (Senior School) 2025-2026

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<b>Last reviewed:</b>	August 2025
<b>Next reviewed:</b>	August 2026



## Promoting Positive Behaviour Policy and Procedures (Senior School)

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### 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 Senior, Prep and Pre-Prep, 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.
- **The Headmaster, Senior Deputy Head, and Senior Leadership Team** hold overall responsibility for fostering a culture of positive behaviour across the school community and for making final decisions in relation to behavioural incidents.
- **Form Tutors and Heads of Year** are responsible for actively promoting positive behaviour within their cohorts and for monitoring, recording and addressing behavioural matters in accordance with the procedures outlined in this policy.
- **Pupils** have the responsibility to apply themselves fully to their studies, attend classes punctually, participate in compulsory activities and complete all academic tasks responsibly. They must respect school leadership and staff, care for facilities and uphold the school's values and code of conduct. They are also required to foster a respectful and safe environment by upholding equality, dignity and non-discrimination, reporting any concerns such as bullying.

## 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.

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 cases of conflict or contradiction, 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 Head of Year has access to data summarising the rewards received by pupils in their year and reviews this on a regular basis. The Head of Year then works alongside Form Tutors, 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.
- **Lunch passes** - pupils are able to skip the lunch queue for a high number of house points.
- **Rewards events** - pupils are awarded for top house points with trips and events.
- **Meeting with the Headmaster and/or Assistant Headmistress** - All pupils who reach platinum level will be invited to a meeting to be personally congratulated, and are also presented with a certificate of commendation in front of their peers.
- **Congratulatory emails** are sent home regularly to parents of pupils who have been best in their House for a particular House point category.
- **Certificates** are awarded at the end of each term to celebrate positive house points totals.
- **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

Positive House Points	Consequences	Actions
25	Conduct Reception	Upon receiving 25 house points, you will be invited to meet with the Headmaster or another member of senior staff for a special reception to recognise your continued excellence.
20	Head of Year Commendation & Lunch Pass	Upon receiving 20 house points, your parents will be contacted by your Head of Year to reinforce your continued adherence to school values and rules, and you will be issued with a lunch pass for you and a friend.
10	Form Tutor Commendation	Upon receiving 10 house points your parents will be contacted by your Form Tutor to congratulate you.

**Behaviour of Concern:**

- We know that Runnymedians may, on occasion, get things wrong. The school will always seek to address behaviour of concern fairly, equitably and any corrective measures should be proportionate to a pupil's age, personal circumstances as well as to 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.
- Generally the behavioural escalation procedure is followed as below, however in some circumstances for insistance where there is an acute period of poor behaviour, stages maybe be missed or the escalation process accelerated, this is will be decided on the judgement of the Pastoral Leadership Team.

**Use of Mobile Devices:**

- Mobile phones and electronic devices are not permitted during the school day (including lessons, breaks, complementary, and extracurricular activities), unless explicitly authorised for educational purposes.
- Exceptions may be granted for pupils with an exceptional and justified need, upon prior request to the Form Tutor or Senior Leadership Team (SLT).
- If a teacher denies the request, the refusal must be communicated in writing via email or the School's Parent Portal/Communication Platform.

- The decision may be appealed to the Senior Deputy Head, Head of Prep, or Head of Pre-Prep via the same platform; a response will be given within three days. No further appeal is permitted.
- A new request may be submitted if circumstances change or new grounds arise.

### Consequences for Use of Mobile Devices

- Following an incidence of mobile device use in school, the phone will be confiscated for a time period decided by the Senior Deputy Head, the Deputy Head Pastoral or the Head of Year.
- In the first instance the mobile device is used, the pupil will receive an after school detention.
- On the second instance, it will be considered as a more serious behaviour infringement and a more serious sanction, such as a suspension will be considered.

### Prohibition of Deepfake Tools

The creation, sharing or attempted creation of deepfake content, such as deepfake videos, sexualised or nude images of any person using Artificial Intelligence (AI) or digital manipulation software (commonly known as "nudification" or "deepfake nudification") is strictly prohibited. Such actions are considered a serious breach of conduct, equivalent to harassment and abuse. They constitute a violation of dignity, privacy and respect, regardless of whether the content is shared publicly, privately or kept in personal possession. This will be considered as a Level 4 behaviour infringement which will lead to a serious sanction. Depending on the content, the school may be required to report the incident to the police

### Consequences for Behaviours of Concern:

#### Negative House Points:

There are a series of consequences for Negative House Points that can be seen in the table below.

- Following a clear warning, pupils will be given one negative house point per behavioural infringement.

Warnings	Penalties	Escalation
<ul style="list-style-type: none"> <li>• Talking over the teacher in lessons</li> <li>• Excessive levels of noise in lessons</li> <li>• Failing to start working quickly or meeting the expectations of the teacher (<i>on an individual child basis</i>)</li> <li>• Incorrect uniform</li> <li>• Not speaking in the language of the lessons</li> <li>• Use of iPads or laptops anywhere in school outside of lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Repeating any behaviour following a warning.</li> <li>• Uncharged or forgotten iPad</li> <li>• Incorrect uniform or PE kit</li> <li>• Missing or incomplete homework</li> <li>• Inexcusable lateness to a lesson (3 minutes)</li> <li>• Not following instructions</li> <li>• Lack of essential equipment</li> <li>• Disrespectful behaviour in the dining hall</li> <li>• Eating inside the building.</li> <li>• Inexcusable lateness to lessons following break periods</li> <li>• Poor conduct outside of lessons</li> <li>• Eating chewing gum</li> <li>• Inappropriate use of iPad</li> <li>• Offensive language</li> <li>• Persistent disruption of lessons.</li> </ul>	<p><b>Cheating</b> or any form of academic misconduct or malpractice</p> <p><b>Bullying</b> or deliberate unkindness</p> <p><b>Physical violence</b></p> <p><b>Xenophobia or Homophobia</b> or any other form of discriminatory behaviour</p> <p>Use of any form of device in school (mobile phones, smart watches etc..) Disrespectful, rude or defiant behaviour towards teaching or non-teaching staff</p> <p>Bringing the school into disrepute</p>

- Sanctions will be issued for accrued penalties during the school year.
- More serious behaviour incidents (level 3 and 4) are dealt with by members of the Pastoral team.
- Pupils are informed directly by the teacher if they are given a negative house point. A guide to such behavioural infringements can be found below.

### 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 Head of Year. Clear areas of required improvement are written on the report, and behaviour is monitored for 5 school days. The report is signed by both the Form Teacher and parents on a daily basis, and the period of the report is concluded with a reflective meeting. The Head of Year will be in regular communication with the parents during this period. This corrective measure may be replaced with the withdrawal of privileges for VI Form students, in conjunction with a formal meeting.

If a pupil fails a Head of Year report, they will be placed on a SLT report which will involve you reporting to either Ms

Negative House Points	Consequences	Actions
<b>Missed Homework and Organisation</b> (Teacher Referral)	Attendance at lunch homework support session.	You will be asked to attend a lunch time homework detention if your teachers are concerned about homework or organisation. You will be put into the detention by your class teachers, tutor or HOY and will be informed in form time. Y11 (Monday) - From 13.20-13.50 Y9 + 10 (Tuesday) - From 13.20-13.50
<b>3</b>	Form Tutor Warning	You will have an individual conversation with your Form Tutor discussing the reasons for your penalties and will consider how to improve your conduct in the future.
<b>5</b>	Detention & Parent Notification	Your Form Tutor will contact your parents to notify them that you are not meeting the behavioural standards of Runnymede College. You will have a detention with your Head of Year and this will be recorded on your sanctions record.
<b>10</b>	Behaviour Report & Parent Meeting	You will be issued with a behaviour report for a period of 5 school days, in which each of your teachers will comment to what extent you have met your behavioural objectives. Your parents will be notified that this is taking place. Depending on the nature of reaching this threshold, the Parent Meeting may happen at this stage. If you fail this report you will be placed on an SLT report to a member of the Senior School Leadership Team.
<b>15</b>	Parent Meeting & Serious Sanction	Your parents will be called to school to meet with a member of the Senior Leadership Team to discuss your poor behaviour and conduct. A more serious sanction will be issued at this time, which will also be recorded on your permanent record.
	Headmaster Meeting	Your parents will be called to the school to meet with the Headmaster or appropriate member of the Senior Leadership Team. An external suspension is a likely sanction at this time, as well as a final warning on your conduct.

Howe (Deputy Head Pastoral) or Ms Hawkins (Senior Deputy Head). If poor behaviour continues the pupil will be asked to meet with the Assistant Headmistress or Headmaster, and a serious sanction will be received.

**Negative House Point Behaviour Escalation:**

**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
- 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.

Note: these sanctions must follow the procedures and maximum durations set out in Articles 13–15 of the *Reglamento de Convivencia y Disciplina*.

### **Required removal:**

Parents may be required to remove a pupil from the school if, in exceptional cases, where the conduct of a pupil or their parents seriously disrupts the life of the school, the Head may begin a disciplinary file pursuant to Articles 20–21 of the *Reglamento de Convivencia y Disciplina*. Only after the investigation, hearing and resolution processes have been completed may the Headmaster, Assistant Head or the Senior Deputy Head decide to expel or require the withdrawal of the pupil. Parents and pupils will be informed in writing and given the opportunity to present their case and appeal.

### **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. The Headmaster or the SLT shall determine the schedule and other conditions under which a pupil temporarily excluded may attend the centre during the necessary time to sit exams or to collect instructions or materials as designated by their teaching staff.

### **Permanent Exclusion:**

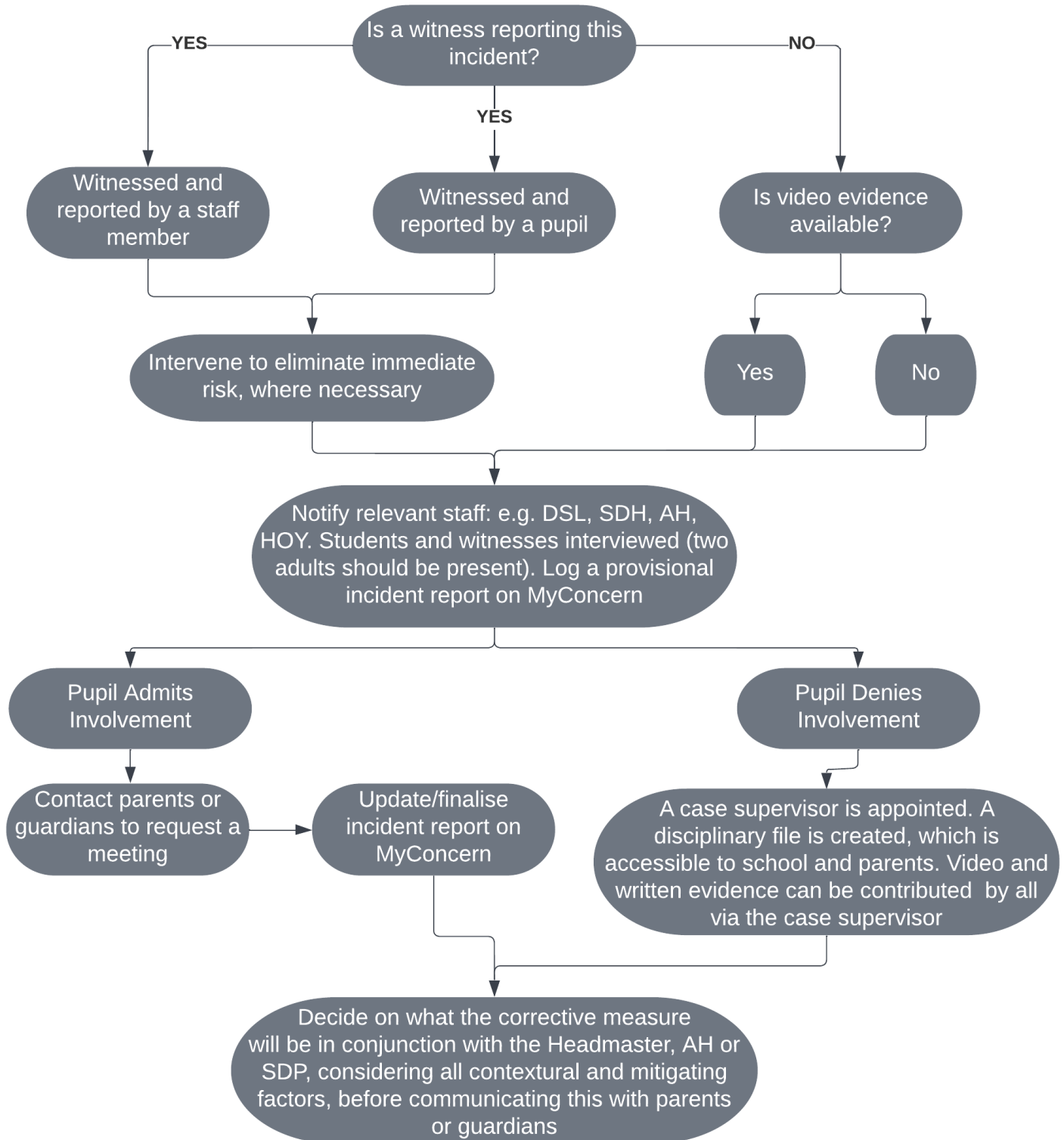
The decision to exclude a pupil is only ever considered under extreme circumstances. It is never taken lightly and will usually follow a formal case hearing with the Headmaster. A pupil may be asked to leave the school permanently, at the discretion of the Headmaster, for a significant breach of school 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

Level 3 or 4 Incident



## Next review date: June 2026

### 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?
<b>Level 1 Minor</b>  <b>(lacks self-respect)</b>  <b>(Article 8)</b>	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
<b>Level 2 Moderate</b>  <b>(lacks respect to others/ school)</b>  <b>(Article 9)</b>	Repeated Level 1 behaviours (a) Calling out, Distracting others, Chattiness (b) Disrespectful language/ behaviour, unkindness (c) (Anti-bullying policy) Dishonesty, Disobedience, Dangerous behaviour (d) 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, HOY, HOD.  HOY HOY
<b>Level 3 Serious</b>  <b>(Serious lack of respect to others/ school)</b>  <b>(Article 9)</b>	Repeated Level 2 behaviours and unjustified absences from class, as determined by the subject teacher or Form Tutor (a) 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 seven 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 three months) d) Suspension from extracurricular activity (for a maximum period of three months) e) Suspension from school (for a maximum of seven consecutive school days)	HOY and DHP  Pupils to acknowledge responsibility and apologise (return, repair, pay) (Article 15)  <b>Case supervisor</b> to be assigned.  A <b>report</b> needs to be written up and signed by pupil (13+) (Article 17)  Right to <b>hearing</b> prior to corrective measure must be respected.

## Appendix B: Level 3 and Level 4 Investigation and Disciplinary Hearing Procedure

<p><b>Level 4 Very Serious</b></p> <p><b>(Very serious lack of respect to others/ school)</b></p> <p><b>(Article 10)</b></p>	<ul style="list-style-type: none"> <li>a) Serious insubordination, disrespect, threats, or abuse towards staff.</li> <li>b) Physical or psychological bullying of pupils.</li> <li>c) Intimidation, violence, or actions infringing on others' privacy, dignity, or health.</li> <li>d) Discrimination, humiliation, or degrading treatment of any community member.</li> <li>e) Recording, sharing, or publishing acts of aggression or humiliation.</li> <li>f) Deliberate or serious damage to school property or others' belongings.</li> <li>g) Impersonation, falsification, or theft of academic documents.</li> <li>h) Use, promotion, or trafficking of harmful or dangerous substances/objects.</li> <li>i) Unauthorised access to school files, documents, or servers.</li> <li>j) Serious disruption of school activities or significant rule breaches.</li> <li>k) Repeated serious infractions within a term.</li> <li>l) Incitement to commit a very serious infraction.</li> <li>m) Failure to comply with sanctions or restorative measures.</li> </ul>	<p>Options:</p> <ul style="list-style-type: none"> <li>a) Extra academic task or school based community service (for a maximum period of six months)</li> <li>b) Suspension from extracurricular activity (for a maximum period of four months)</li> <li>c) Transfer to a different class group</li> <li>d) Exclusion from classes or activities (for a maximum period from seven to fifteen consecutive school days)</li> <li>e) Suspension from school (for a maximum of twenty consecutive school days)</li> <li>f) Permanent expulsion from school</li> </ul>	<p>Headmaster, Assistant Headmistress, Senior Deputy Head</p> <p><b>Case supervisor</b> to be assigned.</p> <p>A <b>report</b> needs to be written up and signed by pupil (13+) (Article 17)</p> <p>Right to <b>hearing</b> prior to corrective measure must be respected.</p>
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