



MAGDALEN COLLEGE SCHOOL

FOUNDED IN 1480
BY WILLIAM OF WAYNFLETE

Behaviour Management Policy

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Introduction

At Magdalen College School ("the School") our community is based upon mutual support, respect and toleration. The kindness shown by members of our community to each other and to themselves is central to the maintenance and development of the sense of community at the School. The School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our pupils is key to their development.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of cocurricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

This policy applies to all pupils in the School. Where "parent" is used, this means "parent or legal guardian".

Whole-school approach to behaviour

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a stable environment.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently, applied fairly and only where necessary.

Code of conduct

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is communicated to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The School's community adheres to an established routine and code of conduct, which is published and discussed in huserooms. In the Junior School, form rooms may also create their own additional codes of conduct.

Pupils should:

- behave sensibly and well at all times
- be proud of their school and see themselves as members of a long-established community with traditions and values which it falls to them to uphold
- treat all members of the school community and the public with courtesy, respect and kindness, both in person and online
- treat the school site, furniture, fittings and equipment with care and respect so as to maintain a pleasant and safe environment for the school community
- act with honesty and integrity, including in their academic work
- practise good manners
- contribute positively to the school community and support one another
- be punctual and attend school whenever possible
- be prepared to join sports fixtures, rehearsals, performances (and other cocurricular commitments) whenever selected, making any requests for absence significantly in advance
- take responsibility for their own safety and that of others to the best of their ability and commensurate with their age and maturity
- take responsibility for their own property and treat the property of others with respect
- take pride in their appearance, wearing uniform correctly and smartly
- contribute to the respectful and productive learning environment by following the Lesson Expectations

Lesson expectations

- moving between lessons promptly and calmly (pupils should always be punctual after break times)
- getting books and equipment on to the desk as soon as they enter a classroom, and beginning to review the work from the last lesson, marked prep or the starter activity
- not calling out answers or speaking over others
- being still and listening carefully when a teacher or another pupil is talking
- respecting the working conditions that teachers place on various tasks – individual silent work, quiet collaborative work, discursive group work etc.
- being proactive after missing a lesson - asking a classmate or teacher what has been missed
- keeping your water bottle under your desk not on it, and arriving to lessons with it suitably filled
- Using toilets at break times (asking to go in a lesson only if absolutely necessary)
- Using their locker and only carrying the books and equipment needed for the next two or three lessons in their bag
- Making sure to bring the right equipment to lessons, such as:
 - Textbook and exercise book or folder
 - Prep diary
 - Reading book
 - Pencil case containing:
 - Pencil and a blue/black pen (plus at least one spare)
 - Coloured pens (at least red and green), some colouring pencils and a highlighter
 - Ruler, glue stick, rubber, pencil sharpener, scissors
 - Calculator, compass, protractor
 - PE/Games kit as needed

In the Junior School, pupils are reminded that good behaviour means that everyone is:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet when necessary and hardworking
- Respectful and tolerant

The School has a focus on five dispositions which foster good cultural values:

- **Independence:** the confidence to pursue all the aims of the school; the creativity and adaptability to develop new skills and improve them over time; the organisation and responsibility to oneself and others to manage time and expectations.
- **Collaboration:** respect and consideration toward others in both collaboration and competition; the ability to articulate both winning and losing well; the generosity and gratitude to thank all those who have helped us through successes and disappointments.
- **Perseverance:** the bravery to try – and to try again; the industriousness and resourcefulness to try harder; the nurturing of resilience in ourselves and others to make disappointment as helpful a learning experience as success
- **Motivation:** the highest aspirations; the attentiveness and curiosity to engage in new experiences and opportunity; the eagerness and boldness to accept challenge and risk.
- **Reflection:** the honest and open-minded appraisal of our actions and learning; the self-regulation to be generous to ourselves; and fair-minded justice in our dealings with others.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the potentially more vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below, up to and including suspension/expulsion

Involvement of pupils

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them in assemblies, during house/room/form time, during Liliium (PSHE) lessons, through School Councils and Prefect meetings, and through questionnaires and anonymous post boxes. Pupils are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils are aware of the School's behaviour standards, expectations, pastoral support and consequence process. All pupils are taught that they have a duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture.

Involvement of parents

The role of Parents is crucial to the School developing and maintaining good behaviour. Parents who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of

academic work, cocurricular activities, and homework/independent study. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

Unexplained absences

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Missing Pupil Policy.

Please note that it is usually the School's policy not to allow holiday to be taken during term time unless in exceptional circumstances.

School rules

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set out in Annex A.

Copies of the School Rules are set out in the Red Diary and may change from time to time. Parents agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Master in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

The School Rules set out the School's policy on drugs and drugs testing, and further information is in the School's Drugs and Alcohol Policy.

The School is a mobile phone free environment. The School has regard to the DfE guidance *Mobile phones in schools (January 2026)* and ensures that pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. The School's approach to the use of mobile phones by pupils is set out in "Use of Mobile Phones and Other Devices" in the School Rules (set out in Annex A).

Promoting good behaviour

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture. We encourage the establishment of good teacher-pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm and disciplined learning environment. Our system of rewards includes:

- verbal praise and/or thanks for good work and/or acts;
- written praise and/or thanks, and/or stickers for good work and/or acts;
- reports to parents;
- house points and commendations (worth 5 house points) (Junior School only), and certificates for achieving certain numbers of these;
- commendations (awarded electronically) and certificates for achieving certain numbers of commendations (2nd Form – 5th Form)
- positive cause for comment slips (6th Form)
- annual subject and year group prizes;
- colours and half-colours for success in sport, drama or music, and other school activities where appropriate to reward particularly notable endeavour and achievement
- announcing examples of excellent work/acts/achievements in School chapel or assemblies
- posting examples of excellent work/acts/achievements in School publications, website, and/or social media, so that the community can celebrate success.

The School selects Prefects in recognition of their conduct, contribution to school life and the school community and their leadership potential. They assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life.

The Junior School has a House Points system which fosters a sense of belonging and identity. Pupils are divided into one of six Houses: Holt, More, Millard, Ogle, Tyndale and Wolsey. These houses are named after notable historical Masters and Ushers of the school. Each house is led by a teacher and a House captain (J4 pupil). House Points are awarded for positive attitudes towards each other, work and efforts across the curriculum including the following:

- Being careful and kind

- Being polite, helpful and friendly
- Working hard and trying our best
- Being respectful and tolerant

House Points are totalled each week during a Form Assembly and celebrated in Friday Assembly. At the end of each term Bronze, Silver, Gold and Platinum certificates are awarded to pupils depending on their totals.

Responding to misbehaviour

When a member of school staff becomes aware of a misbehaviour they will respond promptly and appropriately in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The School is committed to a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. Inappropriate behaviours between children that are abusive in nature will always be challenged, and not dismissed as "just banter", "just having a laugh", "part of growing up" or "boys being boys". As appropriate, school staff will both call out behaviour (making clear behaviour that is unacceptable), and call in (addressing unacceptable behaviour and encouraging accountability and education).

The School's aim in any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- **Education** - supporting pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

Sanctions

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

School staff undertake to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding Policy.

The School has a range of sanctions which include:

- a verbal reprimand from a member of School staff;
- reports or letters to parents (which are always worded to be as constructive as possible);
- additional School work or repeating unsatisfactory work until it meets the required standard;
- the setting of written tasks as sanctions, for example, letters of apology or an essay relevant to the poor behaviour (e.g. the dangers of smoking);
- time outs (Junior School)
- referral slips (2nd Form – 5th Form);
- conduct slips (Junior School)
- cause for comment slips (6th Form)
- Junior School detention (3:30-4:30pm, Friday)
- Senior School detention (4:00-5:00pm, Friday)

The Governing Body make available to the Master three sanctions for more serious breaches of the School Rules. These are:

- Master's Detention*, which takes place on a Saturday morning;
- Suspension from School (also known as Temporary Exclusion);
- Expulsion (also known as Permanent Exclusion).

*In the Junior School, Detention with the Head of the Junior School takes the place of Master's Detention

In some cases, these sanctions will be invoked sequentially. However, a single breach of school discipline of a major kind may justify permanent exclusion without any previous Master's sanction having been invoked.

The Master, or their representative, does not generally award Master's Detention more than twice in a single academic year, and will nearly always impose suspension or expulsion on any occasion when a third Master's Detention is merited.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable, while allowing for due investigation.

The relevant teacher is responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, and late or poorly completed work. They may impose any of the sanctions above, excluding the three Master's sanctions. School detentions are confirmed by the relevant Head of Year/Section or the Deputy Head (Pastoral) of the Junior School.

Persistent lateness will be reported to the pupil's tutor and Head of Year/Section or the Deputy Head (Pastoral) of the Junior School, and may lead to a detention.

Persistently poor academic work/performance/effort may result in the Head of Year/Section or the Deputy Head (Academic) of the Junior School requiring a pupil's teachers to fill in a satis/report card (or equivalent) at the end of every lesson that he/she attends for a period of one or two weeks.

Deliberately missing a lesson, or other school event such as a musical/drama performance or sports fixture may result in a detention or Master's detention.

Serious or repeated breaches of school rules may lead to suspension. Only the Master, Usher, or their representative, can suspend a pupil. Before deciding to suspend a pupil, the Master, or their representative, will:

- Ensure that an appropriate investigation has been conducted;

- Ensure that all the relevant evidence has been considered;
- Give the pupil an opportunity to be heard;
- Consult other relevant people if the Master considers this appropriate.

Work will generally be set for a pupil to do at home during the period when they are suspended. In addition, consideration will be given to any relevant difficulties of the suspended pupil and how they might be addressed in the interim together with reintegration post-suspension.

The Master, Usher, or their representative, will inform parents without delay in a meeting, over the telephone or by email, followed up by a letter stating the length of suspension, and the reasons. Suspension constitutes a clear warning that continued membership of the school is at risk and this warning should be regarded as final. The Master, or their representative, is in all cases reluctant to suspend more than twice and pupils and parents must understand that a second suspension may, at the discretion of the Master, or their representative, be converted into an expulsion. It is usual for the Master, or their representative, to inform the Chairman of Governors in the event of a pupil receiving a suspension.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010. Please see section below on SEND.

The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Safeguarding policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The School has a confidential central register of sanctions imposed for misbehaviour. This is kept on CPOMS and includes the pupil's name and year group, the nature and date of the offence and the sanction imposed.

Supporting pupils following a sanction

Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- a discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to

improve. This may also include advising them to apologise to the relevant person, if appropriate.

- a phone call with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.
- inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriate staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

Serious misbehaviour

The School's Discipline, Exclusions and Required Removal Policy is set out in the separate policy and available on the School's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Master, or their representative, can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- physical assault against pupils or adults;
- behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- verbal abuse/threatening behaviour against pupils or adults;
- deliberate and significantly harmful humiliation of a member of the School community;
- bullying, including (cyber-bullying) [in accordance with the School's Anti-Bullying Policy];
- committing a criminal offence;
- fighting;
- abuse on the grounds of age, disability and SENs, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or body image or any form of unlawful discrimination;
- sexual harassment or misconduct, including non-consensual sharing of nudes or semi-nude images and/or videos or the generation and/or sharing of explicit images of others (for example using AI);

- engaging in inappropriate sexual activity during School activities and/or while on School property;
- drug and alcohol misuse (including supply/possession/use);
- damage to property;
- vandalism or computer hacking;
- theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff;
- wilful damage to property;
- bringing illegal, inappropriate or dangerous items into School, such as drugs, weapons, firearms, pornographic material etc;
- misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community;
- Serious academic malpractice, for example, the improper use of AI generated material in externally examined coursework;
- misconduct which brings or is likely to bring the School into disrepute; and
- persistent disruptive behaviour or breaches of the School's Behaviour Management Policy or School Rules.

Serious sanctions in accordance with the School's Discipline, Exclusions and Required Removal Policy may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/ or warnings.

The School may be required to exclude a pupil, or to require a pupil to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding Policy.

Should an allegation made by a pupil against a member of staff, pupil, or member of the School community be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding Policy and Discipline, Exclusions and Required

Removal Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff, other pupils or members of the School community may result in the suspension or permanent exclusion of the accuser from the School, and that incidents may also be referred to the Police, where appropriate to do so.

Removal from classrooms

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

The School uses seclusion to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. Seclusion, unlike removal from a classroom, is a restrictive intervention and a non-disciplinary safety measure. Further information on seclusion is provided in this policy under the use of restrictive interventions section.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Master, or their representative. These pupils will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.

Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

The School's arrangements when a pupil is removed from the classroom include

- Pupils would be removed from lessons in any given subject for a maximum of three consecutive lessons before reintegration.
- If removed from a lesson, the pupil will be set work to complete in the library supervised by an appropriate member of staff, for example a Head of Year/Section or a member of the Extended Leadership Team.
- Reintegration will be led by the Head of Year/Section. The Head of Year/Section will meet with the pupil and class teacher(s) separately to discuss expectations. A senior member of staff will observe the first lesson of reintegration. The Head of Year/Section will meet to with the pupil and class teacher(s) separately to discuss the first reintegration lesson, and either arrange for the next lesson to be observed or make arrangements clear to the teacher how to contact senior staff, if necessary, in subsequent lessons.

Preventing recurrence of misbehaviour

The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in the School include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour cards or longer-term behaviour plans; and
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupil has an Education, Health and Care Plan (EHCP), the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a

pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

Contextual safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding Policy and discuss their concerns with the Director of Safeguarding without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

Special educational needs

The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. The School ensures that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. The School believes that good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously. The School makes appropriate reasonable adjustments for pupils with SEND or certain health conditions.

Where there is misbehaviour by a pupil with SEND, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

Misbehaviour outside of school or online

The School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Discipline, Exclusions and Required Removal Policy.

Use of restrictive interventions

The School ensures that staff use proactive strategies and de-escalation wherever possible and restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm.

Corporal punishment is not used at the School and force must never be used as a form of punishment. Staff, or any person working on the premises, must not give corporal punishment to any pupil or threaten corporal punishment or any form of punishment which could have an inappropriate impact on the pupil's well-being. So far as they are able, they should ensure that no one on the premises threatens or uses corporal punishment to any pupil.

Definitions

Restrictive intervention: any action that prevents, restricts, or subdues a pupil's movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.

Reasonable force: the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutorily prohibited item.

Restraint: a form of restrictive intervention involving the use of force to hold back, physically prevent, or otherwise restrict a pupil's movement; this includes non-physical restraint (e.g., removal of a mobility aid).

Seclusion: a non-disciplinary, time-limited safety measure in which a pupil is supervised away from others to reduce immediate risk of harm; it must never be used or threatened as punishment.

Significant incident: any use of force that goes beyond appropriate physical contact, including where the degree, duration or context of force is more than minimal.

We communicate this policy to staff, pupils and parents as part of our behaviour culture.

We will reduce the need for restrictive interventions through consistent, whole-school measures that promote safety, stability and inclusion for all pupils. Whole school measures include:

- Having clear, positively framed routines and expectations taught explicitly and revisited in lessons, assemblies and tutor time and a curriculum that builds social, emotional and self-regulation skills.
- Creating a calm, stable School and classroom environment through visible staff presence and structured starts/finishes to lessons.
- Practising restorative approaches including the use of recognition and reinforcement of positive behaviours and restorative conversations to repair harm and relationships following incidents and build trust.
- Ensuring staff receive regular training and reminders on de-escalation, communication, trauma-informed practice, autism and ADHD awareness, and lawful decision-making in regard to the use of restrictive interventions.
- Monitoring behaviour and restrictive-intervention data to identify patterns, triggers, and disproportionality to inform improvement planning, environmental adjustments and staff training. The Governing Body and the Master will regularly review data on use of force, seclusion and restraint.
- Communicating with parents and pupils, providing clear information on our approach to behaviour and safety and providing opportunities to share pupil preferences, regulation strategies and communication needs.

When restrictive interventions may be used

The School does not operate a “no contact” policy. Staff may make appropriate, non-force physical contact in context (e.g., first aid, assisting with personal care in line with care plans, guiding a pupil,

comforting a distressed pupil, or demonstrating activities), consistent with discharging safeguarding duties.

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Staff may use restrictive interventions only when necessary to prevent a pupil from:

- (a) causing injury to themselves or others;
- (b) seriously damaging property where this creates a risk to safety; or
- (c) posing an immediate risk of disorder that presents a risk of harm.

Any intervention used will be the least restrictive option likely to be effective and used for the minimum time to reduce the immediate risk.

Before intervening, and while an intervention is ongoing, staff will always consider:

Necessity: Is there an immediate risk of harm that cannot be addressed safely by de-escalation or other less restrictive alternatives?

- Proportionality: Is the degree and duration of restriction the minimum necessary to reduce the risk?
- Welfare and context: Has the pupil's age, size, medical conditions, SEND, trauma, dignity, communication needs and the environment been considered?

Staff will pause or stop where the intervention escalates the risk. It is unlawful to use force as punishment. Staff will not restrain a pupil in a way that affects the airway, breathing or circulation (for example, pressure to the neck, chest or abdomen, or covering the mouth or nose). Prone or ground restraints carry elevated risk and will be avoided wherever possible; if a pupil is taken to the ground, staff will release or reposition as quickly as possible. Holds designed to inflict pain will not be used and staff will immediately ensure that a medical assessment is undertaken where any injury may have occurred.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. Staff likely to use restrictive interventions will receive relevant training, including prevention and de-escalation. The school will undertake risk assessments to support staff to act safely and lawfully, in line with our duty to protect staff health, safety and welfare.

In particular, staff are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include

either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation).

Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of School activity).

Recording and reporting

Every member of staff will inform the Director of Safeguarding immediately after they have needed to restrain a pupil physically. The School will record and report restrictive interventions, including significant uses of force, seclusion and non-physical contact. These will be recorded in CPOMS.

Incidents will be recorded as soon as practicable, and where possible the same day. The record will include the names of staff and pupils involved; details of the pupil's needs/SEND status, if any; the time, date, location and duration of the incident; a description of the incident; details of any de-escalation attempted; the type and degree of force used; the rationale for necessity and proportionality; any injuries sustained and medical attention provided and details of any post-incident support required.

Incidents will be reported to parents as soon as practicable, in writing and, where possible, the same day. The report will include the time/date/location/duration of the incident, details of why the use of force was necessary, the type and degree of force used, and details of any injuries sustained. Parents will be invited to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. There are limited exceptions to this procedure where safeguarding is a consideration and it appears to the Director of Safeguarding (or other relevant member of staff) that reporting the incident to a parent would likely result in significant harm to the pupil. If that is the case then a report will not be made to that parent and if a report cannot be made to any parent for this reason, then a report will instead be made to the local authority where the pupil is ordinarily resident.

The School will ensure that records kept will be accurate, factual and completed by any staff involved (and quality-assured by a senior leader). We will retain records in line with our retention schedule.

In addition, the Director of Safeguarding will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

Support following an incident

The immediate focus following an incident will be on the wellbeing and safety of any pupils and staff involved. The School will provide medical assessment/treatment for injuries where appropriate and, once appropriate to do so, will facilitate a debrief conversation(s) with the pupil and involved staff led by a non-involved member of staff to learn and repair relationships. The School will provide ongoing wellbeing support for pupils, staff, and any witnesses as needed.

As soon as practicable the School will evaluate the incident to understand why it occurred and identify how to reduce any future need for the use of reasonable force and/or restrictive interventions.

Seclusion

Seclusion is a non-disciplinary safety measure used only to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. It will never be threatened or used as punishment.

Any seclusion will occur in a safe, non-threatening space. The pupil will be continuously supervised and the seclusion will last only as long as necessary, and end as soon as the immediate risk reduces.

All incidents of seclusion will be recorded and reported in line with the above Recording and Reporting Duties.

Pupils with SEND and individual support

The School recognises the risk that pupils with SEND may be disproportionately subject to the use of restrictive interventions. The School also recognises that some pupils, without SEND, such as those who have experienced past trauma, may require individual support.

The School understands the importance of identifying and understanding any underlying triggers of challenging behaviour so that they can provide individual, proactive support and create an inclusive environment.

The School will, where possible, utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

The School will work with the pupil, parents and other professionals to

- Develop prevention and de-escalation strategies. This may include removing stimuli that may be causing distress, giving pupils time, space and strategies to calm down before their behaviour escalates or engaging the pupil in an activity which can help them manage their feelings.
- Develop a behaviour support plan to include details of any adjustments required and the pupil's communication preference. The behaviour support plan will also clearly set out the parameters where staff may have increased physical contact with a pupil.
- Review the behaviour support plan with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

The Governing Body will regularly review data on use of force, seclusion and restraint to identify any disproportionate use affecting pupils with protected characteristics or SEND.

Searching

The School reserves the right to search pupils and their possessions. The School will balance pupils' right to respect for private life with the need to conduct a search, seeking the pupil's co-operation wherever possible and ensuring any search is justified and proportionate in the circumstances.

Only, the Master, Bursar, Usher, Deputy Heads or (D)DSLs, or a member of staff (e.g. trip leader) authorised by any of the aforementioned staff, may search a pupil. Searches will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness. In the limited circumstance where the authorised member of staff reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out immediately and, in the time available, it is not reasonably practicable to arrange a same-sex search and/or a witness, a search may be carried out by a member of the opposite sex and/or without a witness. Where a search is conducted without a witness, this must be reported to another member of staff immediately and a record made.

The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, jackets, pullovers, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide

whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding Policy.

The authorised member of staff has the power to search a pupil for any item where the pupil provides consent. Before any search, the authorised member of staff will explain to the pupil why the search is being undertaken, how and where it will take place, and will give the pupil an opportunity to ask questions to ensure that their consent is informed. As above, the search will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness.

The consent of a pupil will always be obtained before conducting a search unless the Master (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco products/smoking materials (including cigarettes, pouches and vapes) and cigarette papers;
- Fireworks;
- Pornographic or offensive images; or
- A mobile phone (or other smart device) in contravention of the School's rules on mobile phones.

Reasonable force will only be used only when searching for legally prohibited items under the Education Act 1996, and never to search for items banned only under the School Rules. Any decision to use reasonable force will be taken on a case-by-case basis, using no more force than is necessary and for the least amount of time, and with regard to de-escalation wherever possible.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search. Records will include the date, time and location of the search; the pupil searched; who conducted the search and any other adults or pupils present; what was being searched for; the reason for searching; what items, if any, were found; and what follow-up action was taken. Where a search is carried out without a witness, this will be specifically recorded. The School will regularly monitor records to identify any trends and to consider whether searches are falling disproportionately on particular groups of pupils.

Following any search, the School will consider pastoral support, early help and/or referral to children's social care where appropriate and will ensure that pupils and staff receive support and debriefing where needed. Any significant incident involving the use of force will be recorded and reported in line with statutory requirements and the School's procedures on restrictive interventions.

Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco, cigarettes, other smoking materials, vapes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided

they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the Director of Safeguarding and should always comply with the School's Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then punish the pupil in accordance with this policy and the Discipline, Exclusions and Required Removal Policy where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding Policy.

Teaching and learning

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offers every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Complaints

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send parents a copy of the Complaints Procedure on request.

Monitoring and review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupils' Liliium (PSHCE/RSE) lessons, or amending this policy.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The school collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;

- Incidents of searching, screening, and confiscation; and
- Anonymous surveys for staff, pupils, governors, and parents their perceptions and experiences of the school behaviour culture.

Annex A – Magdalen College School Rules

There is only one comprehensive rule:

ALL PUPILS MUST AT ALL TIMES BEHAVE SENSIBLY AND WELL

It follows that any breach of common sense or common courtesy is likely to be a breach of school rules; clearly any breach of the law of the land is a serious breach of school rules. Compliance with school rules and any amendments made from time to time is a condition of pupils' continued membership of the school. Pupils are expected to adhere to school rules whilst under school discipline, i.e. throughout the day, on their way to and from school, at all times whilst wearing school uniform and during any school-based activity. Pupils should be aware that actions committed out of school have the capacity to harm the reputation of the school, and therefore to be regarded as a breach of school discipline.

All pupils should behave sensibly and well. Pupils must show courtesy to each other, to staff, to members of the public, and to the school site in respecting all that is required of them in order to keep the community safe.

In particular the following regulations apply:

1. *Rules to preserve good order and discipline*

- a) Pupils must conform to the dress regulations of the School.
- b) Packed lunches should be eaten in the Dining Hall or Café or at one of the outdoor benches. Food and drink should not be consumed in the classrooms, houserooms, laboratories, Library or Milham Ford. All litter must be disposed of appropriately. Chewing gum is strictly forbidden.
- c) During school working hours, no pupil may be off the school premises. No pupil below the Upper Sixth Form may leave the school premises during break or lunch except with their tutor's written permission. Upper Sixth pupils may be allowed home on afternoons when they have no lessons if parents give their written consent and this is approved by the Heads of Upper Sixth.
- d) Pupils must be prepared to play games whenever selected: fixtures (incl. weekend fixtures) are published in the diary and on SOCS. Any request to be excused from a fixture should be made by the pupil's parent in writing to the teacher in charge of the team giving a clear reason: such exceptional requests should be made at least one week in advance, and in any case not less than 24 hours before the fixture is due to take place. Where necessary, the teacher will refer the matter to the Usher and then Master, who have final say whether the request for absence is granted. The same principles apply for all other school extra-curricular commitments.
- e) Pupils must not run in school buildings or on external walkways.

2. *Rules to ensure personal safety and good health*

- a) No pupil may ever drive with another pupil in his or her car without that pupil's parents' written permission. Pupils' cars may not be parked on school premises at any time in or out of term.
- b) Bicycles and scooters must not be ridden within the school boundaries, nor across the pavement. Bicycles, when not in use, must be kept at all times in the cycle sheds. E-scooters are not permitted. Pedal enhancing E-bikes must conform to national regulations, and not be used by those under 14. Cyclists must wear crash helmets. No skateboards are permitted on site.
- c) Pupils should not go within ten feet of the river. Pupils should not be on the Spit or playing fields unless supervised by a member of staff.
- d) Pupils should only use the changing rooms or toilets for their intended purpose. They must not use these as communal social areas.
- e) Matches, fireworks and other explosives, firearms, catapults and weapons (including pen-knives) of any sort are forbidden.
- f) The consumption or possession of illegal substances, legal "highs" or other substances which might prejudice the reputation of the school or the welfare of the pupil, is forbidden. A failure to undergo a drugs test will be treated as a disciplinary issue in accordance with the School's Discipline and Exclusion Policy.
- g) Smoking (including vaping) on the school premises, in the streets and other public places, or possessing tobacco in any form is forbidden.
- h) Pupils under 18 may not enter premises where intoxicating drinks are sold except in the company of their parents. No pupil may enter such premises during the school day. Intoxicating drinks must not be brought on to the school premises, nor consumed during the school day.
- i) Pupils must not climb onto roofs or over school gates or railings.
- j) Pupils playing on School Field at lunchtime must be supervised and must wear shoes.
- k) Pupils must wear a mouthguard for playing rugby and hockey, and shinpads for playing hockey or soccer.
- l) The school is a nut-aware environment. Pupils should not bring any food containing nuts into school (foods with the warning 'May contain traces of nuts' are permitted)

3. *Rules to safeguard property*

- a) Throwing balls, or anything else, indoors is forbidden. On the playground only tennis balls may be used except in games organised by a teacher. Common sense needs to be exercised both in the interests of all users of the playground and the fabric of the school.

- b) If pupils remain on the school site more than fifteen minutes after the end of lessons, they must go to the Library or to an organised activity.
- c) All possessions must be clearly marked with the owner's name; all pupils in the Fifth Form and below must have name tags on their bags.
- d) No pupil may enter a Houseroom other than their own other than for a lesson or with the permission of the Head of Year or House Tutor. Such permission may be given on a reasonably "long-term" basis, however.
- e) No pupil may interfere with another pupil's locker nor tamper with another pupil's belongings.
- f) Big School, the landing stages and the veranda of the pavilion are out of bounds to all pupils except for authorised use.
- g) Bags must not be left in stairwells or doorways at any time. At all other times, bags must be kept in bag racks, lockers or Houserooms. External bag racks are for use in school hours only.
- h) School computers should not be used for viewing or saving unsuitable material and no pupil should incorporate another person's image into a document without their express permission. Pupils should abide by the Computer Usage and Internet Access Policy.
- i) Pupils are responsible for the security of any valuable items they bring to school (including phones and devices). When not in use, valuable items should be stored in pupils' own individual lockers and never left in changing rooms. Pupils should remove their sports bags from the changing rooms immediately after each time of use.
- j) Pupils are not allowed to buy or sell goods to each other at school.
- k) The School takes plagiarism (including the misuse of AI) seriously. It displays at the very least a lack of respect for the research and work of others; it also indicates a marked lack of intellectual rigour on the part of the perpetrator.
- l) Having a school locker confirms that the pupil agrees to their locker being searched in line with the procedures and conditions set out in the Behaviour Management Policy

Use of Mobile Phones and Other Devices

The School recommends that parents should delay buying their child a smart phone until at least the end of the Lower Fourth, and ideally the end of the Fifth Form. An older style "brick" phone provides all of the communication and safety benefits with far fewer drawbacks and risks. The following rules apply ("mobile phones" includes other similar smart devices):

1. For members of the Sixth Form, mobile phones and headphones are permitted in school but may only be used in the Sixth Form Common Room, or in the two Sixth Form study rooms, or with the express permission of a member of staff. Staff may require that pupils cease using mobile phones and put them away at any time.

2. In all other areas of school site, Sixth Form pupils must keep their phones out of sight. Any contravention of this rule will lead to a school detention.
3. The School operates a Bring Your Own Device policy for Sixth Form pupils. These devices may be used for work anywhere on the school site.
4. For members of 2nd Form – 5th Form, mobile phones may be brought to school but must be switched off and placed in their locker on arrival until 15:50. If a pupil is found in possession of a phone (in sight, in their pocket or in their bag) on school site before 15:50, they will be asked to take their phone to their locker and will be issued with a school detention.
5. Before 15:50, headphones may be used in the library during quiet study with the express permission and supervision of a member of staff, but they may not be connected to a mobile phone.
6. After 15:50, 2nd Form – 5th Form pupils may briefly use their phones to sort logistics of their journey home. Other use of phones after 15:50 is not permitted, unless with the express permission and supervision of a member of staff. Contravention of this rule will lead to a referral.
7. The spirit of these rules also applies on school trips, fixtures and rehearsals, but members of staff may choose to relax some aspects of the rules as appropriate.
8. Phones should never be used in school for gaming or social media. There should be no gaming-only handheld devices used in school.
9. The use of phones or any other device to take photographic images or videos is strictly forbidden, unless with the express permission of a teacher
10. Smartwatches are not permitted below Sixth Form.
11. Junior School pupils are not permitted to have mobile phones and smart devices, including smartwatches and devices with the ability to take photographs, during the school day and while pupils are on school site.
12. If such devices are required for Junior School pupils for travelling to and from school, then they must be clearly labelled, switched off and handed in at JS Reception when the pupils arrive at school. The devices can be collected from JS Reception when the pupil is leaving school at the end of their day. If pupils are found with such devices during the school day, they will be confiscated, and this will result in a conduct slip.
13. School staff may ask a pupil to empty their pockets if they suspect the pupil may have a mobile phone in contravention of these rules. In addition, Heads of Year/Section may conduct spot checks of whole houserooms.
14. The School reserves the right to search pupils and their possessions (coats, bags etc.) for mobile phones. Searches will only be conducted by one of the School's (Deputy) Designated

Safeguarding Leads of the same sex as the pupil and in the presence of another member of staff as a witness.

15. Requests for exemptions from these rules should be made to the Usher (for example for pupils who need to use devices to monitor medical conditions).

Pupil use of phones on coach journeys and school trips

“Phones” includes smart phones and brick phones, and also includes any internet enabled devices (tablets, gaming devices, smart watches)

Coach Journeys (e.g. sports fixtures) and Day Trips

2nd-L4th forms

- Pupils may have their phones with them
- Pupils should not use their phone on the coach or during the trip without the express permission of a member of staff
- Contravention of these rules will lead to a sanction, typically a referral
- Staff may allow pupils to use a phone, or a camera, as a camera if this has educational/souvenir benefit. Pupils should not take photos of other pupils or staff without first obtaining consent
- If return times look set to differ significantly from the plan, pupils will be allowed to call or text home to sort logistics. Staff will make it clear that those without a phone can ask a member of staff to make contact instead

U4th-U6th forms

- Pupils may have their phones with them
- Staff will tell pupils whether they may or may not use their phones. Usage should be age appropriate (e.g. Game/video age certificates) and pupils are reminded that school rules apply
- Contravention of these rules will lead to a sanction, typically a referral
- Staff may allow pupils to use a phone, or a camera, as a camera if this has educational/souvenir benefit. Pupils should not take photos of other pupils or staff without first obtaining consent. Staff may suggest the use of certain apps, e.g. for data recording, but should always provide an alternative for pupils without a suitable device
- If there are mixed age coaches/trips, pupils in U4th and above must not allow pupils in L4th or below to join them in any phone usage.

- If return times look set to differ significantly from the plan, pupils will be encouraged to call or text home to sort logistics. Staff will make it clear that those without a phone can ask a member of staff to make contact instead.

HM School Bus, public buses etc.

- Pupils may use their phones on journeys to and from school but must remember that school rules still apply – pupils must at all times behave sensibly and well
- The pupil code of conduct for HM bus states: *“Behave appropriately and be mindful of different age groups of children travelling. Pupils should not shout and if using devices these should be muted or headphones should be used. Foul and abusive language will not be tolerated.”*
- Where pupils or parents have any concerns about behaviour on journeys to and from school, they should contact their (child’s) tutor

Residential Trips

2nd-L4th forms

- Pupils will be discouraged from taking their phones with them. Trip leaders may request that no phones are brought
- Staff will collect in any phones that are brought and only return them to pupils at agreed times for photography etc. or for a short time to communicate with home. Pupils will normally be allowed phones during periods of remote supervision. Pupils will not be allowed phones overnight
- Staff may allow pupils to use a phone, or a camera, as a camera if this has educational/souvenir benefit. Pupils should not take photos of other pupils or staff without first obtaining consent.
- Staff will set expectations at the beginning of each trip/day, and follow up with sanctions as necessary
- If return times look set to differ significantly from the plan, pupils would be allowed to call or text home to sort logistics. Staff will make it clear that those without a phone can ask a member of staff to make contact instead.

U4th-U6th forms

- Trip leaders may request that no phones are brought, or use the guidance for 2nd-L4th.
- Pupils are allowed to keep their phones with them at the discretion of the trip leader. Pupils will normally be allowed phones during periods of remote supervision and when they may wish to take photographs. U4th and 5th Form Pupils will not be allowed their phones overnight. Sixth Form pupils may be given access to their phones overnight, but will be reminded that rest is important

- Staff may allow pupils to use a phone, or a camera, as a camera if this has educational/souvenir benefit. Pupils should not take photos of other pupils or staff without first obtaining consent. Staff may suggest the use of certain apps, e.g. for data recording, but should always provide an alternative for pupils without a suitable device
- Staff will set this expectation at the beginning of each trip/day, and follow up with sanctions as necessary
- If return times look set to differ significantly from the plan, pupils would be allowed to call or text home to sort logistics. Staff will make it clear that those without a phone can ask a member of staff to make contact instead.

Junior School Coach Journeys and Trips

- Phones are not permitted on coach journeys, for example on Sports fixtures and when pupils are on day trips.
- If pupils have left phones at JS Reception and are attending an away fixture and going straight home from the fixture, they should collect their phone from JS Reception and give it to the teacher in charge to hold on to until the pupil is handed over to their parents when going home.
- Phones are not permitted on residential trips

Social Media

Social media should not be used during school hours. Social media accounts have age restrictions and these should be followed. The School recommends delaying getting social media accounts for as long as possible. Pupils using social media out of school are advised always to bear the following in mind:

1. Content and style

- Always remember that what might seem like a private contact online, may not be, or remain, private at all.
- Particularly remember this with regard to language. Pupils are advised to look at language used as if one of their parents (or the Usher) were reading it (which they might be ...).

2. Risks

- Harm to self. There is danger in the inappropriate, inaccurate and manipulative content that can be fed to you via social media. There is danger in being in touch with individuals when you have no definite knowledge of who they are. There is danger of having information about yourself on the internet, which might be a concern to you as an individual now or in the future, e.g. it might be referenced by a university or an employer. There is danger of giving an inordinate amount of your own time to social media.

- Harm to others. Social media has the potential to be used for significant anti-social behaviour, and systematic or opportunistic unkindness, within and beyond school.
- Harm to the school. Always remember that the use of social media can bring the school into disrepute.

Parents are strongly encouraged that internet enabled devices should be left outside their children's bedrooms overnight. All pupils should cease screen time activity at least 30 minutes before they go to bed.

Sixth Form Rules

The majority of school rules apply to the Sixth Form as much as to any other pupil. There are, however, some rules which are different or specific to the Sixth Form.

Leaving the site during school hours

- Upper Sixth Formers may go to the local shops briefly during break, lunch or study periods but may not remain offsite for more than 15 minutes: this is to ensure prompt registration in case of fire.
- Any Sixth Former who is going to be offsite for more than 15 minutes must sign out (and in again) at Reception.
- It is not permissible for Sixth Formers to smoke, vape, drink alcohol, take legal highs or do anything else which may bring the school into disrepute, either while they are offsite during school hours, or on the journey to or from school.

Study periods

There are no free periods in the Sixth Form. However, there are study periods to which the following rules apply:

- All Lower Sixth Formers should be in the Library or in the Sixth Form Centre study rooms during the entirety of each study period. Lower Sixth Formers should never, therefore, be in the Sixth Form Common Room during lesson time.
- Upper Sixth Formers may spend study periods in the Sixth Form Common Room. This is a privilege which may be revoked by the Sixth Form Team as appropriate.
- Any Upper Sixth Former who does not have timetabled lessons during periods 7 or 8 may seek permission to go home to do work in the afternoon after 1.15pm. Any such requests must be approved by the Head of Sixth Form and the school must have parental permission to this effect.
- Those studying Art may work in the sixth form Art studio during study periods, with the Head of Art's permission.

- Those studying Music may work in the Music rooms during study periods, with the Director of Music's permission

Driving

- Sixth Formers are not allowed to park on the school site or on Christ Church grounds at any time.
- No Sixth Former may ever drive with another pupil in their car without both sets of parents' written permission.
- If a Sixth Former drives to school, they must ensure they leave a reasonable amount of time to park and get to registration by 08.25.

Sixth Form Common Room

- Common Room is open from 07.30 – 18.00 Monday to Friday.
- No ball games or boisterous behaviour in the Common Room at any time.
- Music may not be played in lesson time.
- For Games lessons, Sixth Formers should use the changing rooms provided, and must not get changed in the Sixth Form Common Room.
- Pupils should tidy up after themselves and ensure all their litter goes in the bins.

Library Rules

The Library is open during term time from Monday to Friday, 8.00am – 5.30 pm.

Behaviour Rules

- All pupils are welcome in the Library, which is a place for reading and quiet work.
- Talking should be in hushed tones and kept to a minimum. A brief exchange of words about work is acceptable but extended discussions and social conversations are not.
- Pupils may not behave in a way that will distract other pupils from reading or working.
- Food and drink are not permitted in the library without permission from Library staff.
- The School's rules on phones and devices apply equally in the Library.
- Computers should be used for work only; no games are permitted.

Borrowing Rules

- Lower and Middle School pupils may borrow 6 books for 2 weeks at a time. They may renew books up to 3 times unless an item has been reserved by someone else. If books are needed for longer, the borrower should speak to Library staff.

- Sixth Form pupils may borrow 12 books for 4 weeks at a time. They may renew books for extensive periods if needed for their work, but must communicate with Library staff regarding this.
- Overdue notifications are sent to pupils if items become 1, 10 and 20 days overdue. If an item becomes 30 days overdue, the pupil's parents will be contacted about locating or replacing it; Lower and Middle School pupils will also receive a referral.
- Once the Library has replaced a book due to it being damaged, lost or not returned, its replacement will have to be paid for via end-of-term billing.

Milham Ford and Playground: rules

- a) **The School playground** is for use by Second and Third Form pupils. Only tennis balls may be used.
- b) **Milham Ford**
 - priority use of the Sports Hall end is for the 5th and 6th Forms.
 - priority use of the Iffley Road end is for the use of the L4th and U4th Forms.
 - No climbing on the wooden boards and goalposts.
 - No swinging/climbing on the outer netting.
 - Do not interfere with the tennis nets if they are in place.
 - Basketballs may be used but only for the purpose of basketball.
 - Balls kicked or hit into Christ Church should not be collected without the authority of a member of staff.
 - No bags are to be left inside the area or blocking any of the entrance gates.
 - Eating and drinking on Milham Ford is strictly forbidden.
 - No ball games or running are allowed between the fenced area and the school buildings.

School Uniform

Junior, Lower and Middle Schools

The School expects a neat appearance and a good standard of dress. Pupils should be clean-shaven and hair should be clean, safe, of a natural colour, and unostentatious in style.

Clothes must be clean, in good repair, and worn properly. Ties must be properly tied and not obscured. Tee shirts must not be worn, nor should sweatshirts or sports shirts except for sport. Trainers are not acceptable except for sport. No visible personal jewellery may be worn. Pupils must travel to and from school properly dressed. The uniform is:

Junior School

School jersey (grey with red V stripe)

Grey formal trousers or grey knee-length shorts

Plain white shirt

School tie

Black shoes which should be clean and in good repair (not boots or trainers)

Plain style socks in grey or black

Choristers

Chorister jacket, black trousers, white shirt, Chorister tie, smart black shoes, plain grey or black socks

2nd – 5th Forms

Black, dark blue or dark grey blazer or smart jacket

Dark grey or black formal trousers or during summer dress only, black or grey formal knee-length shorts

Plain white or light blue shirt or white shirt with formal and unostentatious blue stripes

School tie

Smart black shoes which should be clean and in good repair (not trainers)

Plain style socks in grey or black

Plain grey, black or navy V-neck pullover (optional)

Coats, anoraks or cagoules should be unostentatious and appropriate for the jacket to be worn underneath. Pupils should not wear coats inside.

Sixth Form Dress Code

The Sixth Form dress code is designed to assist in managing the transition from wearing a traditional school uniform to dressing for a formal working environment. Pupils should be dressed in a professional, business-like and unostentatious way, appropriate to a formal setting. Dress must not impede the wearer's or others' learning or safety. In the Sixth Form, as for other age groups, the School expects neat appearance and a good standard of dress, both at school and while travelling to and from school.

Formal suit (trouser or skirt); or

Formal trousers, traditionally tailored and full length, with a smart jacket; or

Formal skirt, no more than one knee above the knee, with a smart jacket; or

Formal dress, no more than one knee above the knee, with a smart jacket. And

Formal shirt, buttoned at the neck with school tie (or colours/prefects' tie); or

Formal blouse appropriately buttoned (tie not required). And

Socks or natural, grey or black tights. And

Black or brown smart leather shoes (not trainers).

Optionally, a smart pullover worn under the jacket and leaving the tie, if worn, visible.

Any make up and jewellery should be minimal and discreet.

Hair should be clean, neat, safe, of a natural colour, and unostentatious in style.

Parents

Parents act as role models to their children and the School seeks to work in positive partnership with parents in support of pupils. Accordingly, the School expects parents to respect the professional judgement and decisions of members of staff, e.g. in relation to disciplinary sanctions or grade predictions. The School would also remind parents that staff have a right to dignity in their workplace and asks that parents refrain from recording staff e.g. during online parents' evenings.

As set out in the School's Parent Contract, the School may also require the removal of a pupil in circumstances where the Master considers in their discretion that the behaviour or conduct of a parent (or both parents) is unreasonable; and/or adversely affects (or is likely to adversely affect) their child's and/or other children's progress at the School, and/or the wellbeing of School staff; and/or brings (or is likely to bring) the School into disrepute (among the School community or the general public); and/or is not in accordance with their obligations under the Parent Contract. A non-exhaustive list of the sorts of behaviour that could merit required removal of a pupil on the grounds of unacceptable parental behaviour or conduct includes the following:

- treating the School or a member of staff unreasonably;
- making a malicious allegation about a member of staff or the School;
- communicating with the School in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or aggressive;
- behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the School community; and
- breaching the Parent Contract.

The School reserves the right to impose sanctions for parental behaviour falling short of required removal, including but not limited to placing restrictions on a parent's access to School / School events, communications with the School and/or the imposition of a warning (up to and including a final written warning).

The issues outlined above are unusual and the School is grateful for the positive and respectful relationships it enjoys with parents.

Registration, Lateness, Absence, Off Games and Offsite

Pupils are expected to be on time and are required to register either their attendance or absence as soon as possible. Pupils need permission to leave the premises and must sign out/in.

Registration

08:23	Bell	Move promptly to Houserooms.
08:25	Registration	Non-attendance at Registration or Chapel requires prior permission from your Housemaster/Tutor.
08:40	Chapel, Assembly or Extended Registration	
14:20	Bell	Move promptly to Houserooms.
14:22	Registration	Non-attendance at Registration or Chapel requires prior permission from your Housemaster/Tutor.
14:30	Period 7	

Morning Late Arrivals

08:40 onwards: Go immediately to Reception and sign in giving a reason for lateness, then join Houseroom/Chapel where possible

Absent

Unexpected absence: Remind your parents that your absence must be reported by **8.25 am** for **each day** you will be absent by emailing attendance@mcsoxford.org

Planned absence: A letter or email is required well in advance (two weeks) from your parent seeking permission for your absence, clearly stating the reason and times, addressed to usher@mcsoxford.org.

Off Games: Any pupils off games must ask their parents to email the reason to offgames@mcsoxford.org, as soon as possible, and certainly before the lesson, on every day that they are off games. They should then report to the start of the lesson. Off games pupils are typically still expected to participate in the session in whatever way they can.

Off-site Activity

All pupils, including Sixth Form must sign in and out at Reception.

Upper Sixth Formers who have written parental permission to study at home if they are free Period 7 and 8 must have such permission cleared with the Heads of Upper Sixth. They must still sign out.

The only exception to this rule is the Sixth Form 15 minute rule (see Sixth Form Rules).