BEHAVIOUR MANAGEMENT POLICY



Blundell's

FOUNDED 1604

BEHAVIOUR MANAGEMENT POLICY

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POLICY AMENDMENTS

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1st September 2025	Annual Review
15th September 2026	Updates to reference to Reasonable Force (57-67) to reflect new government guidance and to include Restrictive Interventions and Seclusion. Updates due to KCSIE 2026: Repeated removal from classroom (36)

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BEHAVIOUR MANAGEMENT POLICY

INTRODUCTION

1. At Blundell's ("the School") our community is based upon respect, good manners and fair play. 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.

2. 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 extra-curricular activities.

3. 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.

4. This policy applies to all day and boarding pupils in the School.

WHOLE-SCHOOL APPROACH TO BEHAVIOUR

5. 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.

6. The School recognises that some pupils may require additional support to meet the School's behaviour expectations.

CODE OF CONDUCT

7. 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 taught 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.

8. The School's community of Governors, staff, parents, and pupils adhere to an established routine and Code of Conduct.

9. 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.

10. 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.

11. 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.

12. Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the 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.

13. 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.

14. 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 or exclusion.

INVOLVEMENT OF PUPILS

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

16. 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, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly. Pupils are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

17. 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, including boarders 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. Induction will be provided to pupils who are mid-term or mid-academic year arrivals, in the same way as provided to pupils who join at the start of an academic year.

INVOLVEMENT OF PARENTS AND GUARDIANS

18. The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians 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.

19. 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, extra-curricular activities, and homework/private study. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

20. In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies including Devon County Council Safeguarding Teams.

21. The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian 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

22. 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 Child Policy.

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

SCHOOL RULES

24. The School Rules & Notes for Guidance are designed to encourage positive behaviour and self-discipline.

25. Parents and Guardians 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 Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

26. The School's Drugs, Smoking and Alcohol Policy sets out the School's policy on drugs and drugs testing.

PROMOTING GOOD BEHAVIOUR

27. 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.

28. The School's approach to rewards and sanctions are set out in the Rewards and Sanctions Policy.

RESPONDING TO MISBEHAVIOUR

29. When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, 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.

30. 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:

    a. Deterrence – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School

    b. Protection – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk

    c. Improvement - 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

31. 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.

32. The Head undertakes 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.

33. 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.

34. 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.

35. 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.

36. The School will also consider whether patterns of behaviour, including repeated removal from the classroom, may indicate that a pupil is experiencing difficulties or may be at risk of 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.

37. The School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

SUPPORTING PUPILS FOLLOWING A SANCTION

38. 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. a targeted 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.

    b. a phone call with parents.

    c. inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.

    d. inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or

    e. considering whether the support for behaviour management being provided remains appropriate.

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

SERIOUS MISBEHAVIOUR

40. The School has a range of offences which are known as Serious Offences, and which may attract the most serious sanctions including suspension and exclusion. For more detail on these please refer to the School Rules.

PREVENTING RECURRENCE OF MISBEHAVIOUR

41. 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.

42. Intervention strategies used in the School include:

    a. frequent and open engagement with parents, including home visits if deemed necessary;

    b. providing mentoring and coaching;

    c. short-term behaviour report cards or longer-term behaviour plans; and

    d. 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

43. If the pupil has an Education, Health and Care (EHC) plan, 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.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

44. 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.

45. 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.

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

MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE

47. The School has the power to sanction pupils for misbehaviour outside of the school, including behaviour which brings the School into disrepute, to such an extent as is reasonable.

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

49. taking part in any activity organised by the School, or related to the School;

50. travelling to and from school;

51. wearing school uniform; or

52. in some other way identifiable as a pupil of the School.

53. 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.

54. 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.

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

DETENTIONS

56. Parental consent is not required for detentions. For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. School staff will not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

    a. whether the detention is likely to put the pupil at increased risk;

    b. whether the pupil has known caring responsibilities;

    c. whether the detention timing conflicts with a medical appointment;

    d. whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and

e. whether suitable travel arrangements can reasonably be made by the parent for the pupil. It should not matter if making these arrangements is inconvenient for the parent.

USE OF RESTRICTIVE INTERVENTIONS, INCLUDING REASONABLE FORCE

57. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. "Reasonable" means using no more force than is necessary for the least amount of time and will always depend on the circumstances of the case.

58. Legally, all members of School staff have a legal power to use reasonable force in certain circumstances. Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

a. Committing any offence;

b. Causing personal injury to any person (including the pupil themselves);

c. Causing damage to the property of any person (including the pupil themselves); and

d. Prejudicing the maintenance of good order and discipline at the School.

59. Seclusion: Seclusion may be used only as a safety measure where it is necessary to prevent significant harm. It must be proportionate, time-limited, continuously monitored, and end as soon as the risk has reduced. Seclusion must never be used as a disciplinary sanction and must always be recorded and reported.

- A member of SLT should be alerted to the need for seclusion as soon as possible.
- Seclusion should take place in a safe, suitable location that is not locked. There should be direct supervision at all times. Eg: a classroom not being used for a lesson overseen by a HOD or another experienced teacher, or in Boarding House Manager's Office in House.
- Seclusion must cease immediately once risk reduces. This may be the arrival of a parent to collect the pupil, the arrival of the House Parent or care provided in the Medical Centre.

60. The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEND that the pupil may have. Where pupils have SEND, an EHCP, Behaviour Support Plan or individual risk assessment, staff must follow the agreed plan unless emergency circumstances require otherwise

61. 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 and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they 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). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

    a. The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;

    b. The chances of achieving the desired result by other means; and

    c. The relative risks associated with physical intervention compared with using other strategies.

62. Every member of staff will inform the Head or Second Master as soon as practicable after they have needed to restrain a pupil physically.

63. The School has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School.

64. As required under the National Minimum Standards for Boarding Schools, the Head will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

65. In addition, the Head 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.

66. We will always inform a parent as soon as practicable, when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour.

67. Detailed guidance is provided for staff in: *GUIDANCE ON THE USE OF RESTRICTIVE INTERVENTIONS, INCLUDING REASONABLE FORCE, TO CONTROL OR RESTRAIN PUPILS*

ELECTRONIC DEVICES

68. 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.

69. Any decision to search a pupil's device should be based on the professional judgement of the DSL 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.

70. 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.

71. 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.

72. 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 Exclusions, Removal and Review Policy, where appropriate.

73. 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

74. 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 offer 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

75. 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 you a copy of the Complaints Procedure on request.

MONITORING AND REVIEW

76. 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. Major sanctions for boarders are kept together with those for day pupils.

77. The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils, including within boarding houses, which may indicate that there are possible cultural issues within the School or boarding house 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 pupil's PSHE/RSE lessons, or amending this policy.

END