

# Behaviour Policy (Senior)



CATERHAM  
SCHOOL

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## Principles and Scope

At Caterham School, our Behaviour Policy reflects a positive, authoritative approach to behaviour management, grounded in our commitment to the safety, wellbeing, and long-term personal development of every pupil. Our aim is to nurture a culture in which high expectations are combined with warmth, empathy, and responsiveness, so that all pupils can thrive. Our commitment is to provide an environment in which every pupil can reach their full potential—socially, emotionally, and academically.

This policy supports our overarching mission to help pupils become confident, reflective, and principled individuals who are well prepared to make a meaningful contribution to their communities. We seek to establish a code of behaviour that encourages responsibility, respect for authority, and the freedom to develop choice and self-regulation. We promote activities and interactions which respect individuals and celebrate difference, creating a culture that enables pupils to develop their self-knowledge, self-esteem, and self-confidence.

Caterham School is an Attachment and Trauma Informed school. This means we recognise that strong, secure relationships are fundamental to learning, behaviour, and wellbeing. We understand that a pupil's experiences can influence their development and ability to self-regulate, and we are committed to responding with sensitivity, consistency, and compassion, helping all pupils to feel safe, valued, and supported whilst maintaining high standards of manners and behaviour.

We help our pupils learn to articulate their feelings and the reasons behind particular behaviours or habits, giving them agency and trusting in their ability to learn and make good choices. Through strong pastoral care and high standards, we enable pupils to distinguish right from wrong, to respect the law, and to understand their role as responsible citizens. We encourage them to accept responsibility for their behaviour, show initiative, and contribute positively to the lives of others.

We take a whole-school approach to wellbeing, embedding emotional literacy and restorative practices into daily school life and fostering a community where reflection, empathy, and respectful relationships are at the core.

Staff are expected to maintain firm, fair, and consistent boundaries, always seeking to understand the individual circumstances that may underpin behaviour. Through strong pastoral care and a commitment to high standards, we create a safe, respectful and inclusive environment in which pupils are held to account in a constructive way and supported to grow.

We recognise and celebrate positive contributions to the school community, academic efforts, personal achievements, and good citizenship. Sanctions, when necessary, are administered with the intent of enabling learning and personal growth for the individual along with ensuring justice for all whilst demonstrating our expectations for the school community as a whole. We seek to have a clear understanding of the behaviour's source and its impact.

Pupils are made aware of the philosophy behind our approach to behaviour, and the key points are shared in this document, in assemblies, tutor time, and lessons. A copy of the document 'Standards and Expectations' is displayed in each classroom, the common areas, and the boarding houses. This policy is readily accessible to parents and guardians. All staff are required to read and understand this policy and confirm formally that they have done so.

The Senior Deputy Head oversees the implementation of this policy, supported by the Assistant Head (Pastoral and Wellbeing) and the Assistant Head (Boarding and Pastoral). Together, they lead the Pastoral Leadership Team in ensuring that staff are trained, that policies are consistently applied, and that behavioural and wellbeing trends are monitored and addressed. All staff are responsible for maintaining and promoting positive behaviour at all times, and for applying rewards and sanctions as necessary. Behavioural trends and patterns are monitored through regular analysis of incident data and reported on to the Head and trustees allowing for evaluation of effectiveness of interventions, ensuring equitable outcomes, and the proactive targeting of support.

## **Legal Compliance and Safe Practice**

Caterham School is committed to safeguarding the dignity, safety, and wellbeing of every pupil. We uphold our responsibilities under the law and ensure that all practices are rooted in care, professionalism, and accountability.

This policy applies to all members of the school community, including boarders, and extends to behaviour both within and beyond the school premises, including online. It is consistent with current legislation and statutory guidance, including the Education Act 1996, KCSIE 2024, and the Equality Act 2010. It should be read in conjunction with our other policies, including:

- [Behaviour in Schools 2024](#)
- [NMS 2022](#)
- [KCSIE 2024](#)
- [The Equality Act 2010](#)
- Exclusions, Expulsion, Removal and Review Policy
- Searching a Pupil Policy
- Safeguarding Policy
- Restrictive Physical Intervention Policy
- Alcohol, Drug and Tobacco Policy
- Anti-Bullying Policy
- Online Safety Policy
- Admissions Policy
- Equity, Diversity and Inclusion Policy.

In accordance with Section 131 of the School Standards and Framework Act 1998, the use of corporal punishment is strictly prohibited. Caterham School does not permit corporal punishment under any circumstances—whether during school hours, on school premises, or in any activity off-site that is connected with the school. This reflects both legal

requirements and our firm belief in respectful, developmentally appropriate approaches to behaviour management.

We recognise that, on rare occasions, physical intervention may be necessary to prevent harm. Our Restrictive Physical Intervention Policy outlines when and how reasonable force may be used, and provides clear guidance on other forms of physical contact, ensuring that all interventions are safe, proportionate, and accountable.

Our Searching a Pupil Policy, in line with Section 550ZA of the Education Act 1996 and relevant guidance, explains how searches of pupils and their belongings may be carried out, particularly in relation to safeguarding and the safety of the wider school community. These actions are managed sensitively and professionally, with respect for individual rights and wellbeing.

The Senior Deputy Head supported by the Assistant Head (Pastoral and Wellbeing) and Assistant Head (Boarding and Pastoral), is responsible for monitoring any use of restraint and reporting any use of restraint to the Head. All such incidents are recorded, reviewed, and followed up with appropriate support for all involved. We provide staff with regular training in de-escalation and conflict prevention, ensuring that the need for restraint is minimised and that our community remains calm, respectful, and safe for all.

Caterham School takes any form of child-on-child abuse, particularly those related to protected characteristics or sexual harassment, extremely seriously. Such behaviours are never tolerated and will be addressed swiftly, decisively, and with the full weight of our safeguarding and behaviour policies.

### **Our Commitment to a Safe and Inclusive Community**

At Caterham School, we are unwavering in our commitment to creating a safe, respectful and inclusive environment for every member of our community. Bullying of any kind—whether face-to-face, behind someone's back, or online—is completely unacceptable and will always be addressed robustly. This includes any behaviour that targets another individual based on a protected characteristic, such as race, religion, gender, sexual orientation, disability, or any other aspect of identity.

Such behaviour not only causes harm to individuals but undermines the values of compassion, integrity and respect that lie at the heart of our school. Any incidents of bullying or discrimination are investigated thoroughly and responded to with appropriate sanctions and restorative support. Pupils who are affected are listened to, supported, and given clear routes to report concerns in confidence.

We educate pupils explicitly about respectful relationships, empathy, and the responsibilities that come with being part of a diverse and caring community. Where necessary, formal warnings may be issued, and in serious or repeated cases, exclusion will be considered.

Our goal is to uphold the dignity of every individual and to ensure that all pupils feel safe, valued, and able to be fully themselves.

## **Standards and Expectations**

At Caterham School, we believe that high standards of behaviour grow from a shared sense of purpose, belonging, and responsibility. Every pupil plays an essential role in shaping a community where all can flourish—academically, socially, and emotionally. Our expectations reflect our values of respect, integrity, and empathy, and apply at all times when representing the school. Sanctions may apply to poor conduct outside of school when it impacts' others wellbeing, the school's reputation, or the orderly running of the school.

### **Respect for Self and Others**

- Treat everyone with kindness, courtesy and empathy. Listen well, speak respectfully, and resolve differences constructively.
- Uphold a positive and inclusive school culture where unkindness, discrimination or bullying—online or in person, directly or indirectly, written or verbal—are never acceptable.
- Show pride in your appearance: wear uniform smartly and in line with guidance. Sixth Form dress should be smart and purposeful.
- Respect personal boundaries and privacy. Public displays of intimacy are not appropriate in a school setting.
- Be honest and accountable. When mistakes are made, take responsibility and seek to repair trust.

### **Create a positive learning environment**

- Follow instructions from staff promptly and work cooperatively with peers.
- Arrive on time, fully equipped and ready to learn.
- Look after your belongings and those of others; treat school property with care. Use your locker responsibly and keep shared spaces tidy.
- Mobile phones should not be seen around school unless specific permission has been granted.

### **Safety and Conduct**

- Move calmly and purposefully through the school and contribute to a safe, positive environment.
- Pupils must not leave the school site during the day without permission and must sign out/in at Reception when required.
- Prohibited items should not be brought into school.

## Rewards and Recognition

At Caterham School, we believe in the power of noticing. By actively highlighting and celebrating the behaviours, values and efforts we want to see more of, we help pupils build confidence, develop strong habits, and grow into reflective, purposeful individuals. Our approach to rewards is grounded in our ethos: that character, commitment, and kindness are just as worthy of recognition as academic achievement.

We reward not only academic excellence but also personal growth, resilience, emotional literacy, responsible decision-making, and positive contributions to the school and wider community. We actively seek to recognise when pupils show initiative, demonstrate self-regulation, articulate their feelings thoughtfully, take responsibility for their actions, or make a positive difference to the lives of others.

By promoting and celebrating such behaviours, we aim to encourage pupils' self-knowledge, self-esteem, and self-confidence, helping them to flourish both socially and academically. We believe that rewarding the development of good character and emotional maturity is key to nurturing responsible, confident young people who are able to contribute meaningfully to society.

Rewards at Caterham include:

- **Verbal and written praise and encouragement** – in lessons, in conversation, in written feedback or reports
- **Commendations** – formal recognition of excellent effort, attitude or contribution
- **Unsung Heroes** – celebrating those who quietly make a difference, inviting those awarded as an Unsung Heroes with 'tea and cake' with pastoral and senior staff.
- **Head of Year Awards** – highlighting significant effort or contribution within a year group
- **House Colours (Junior and Senior)** – for commitment and excellence in House activities
- **School Colours** – for outstanding contribution to the co-curricular life of the school, including in sport, music and drama
- **Challenge Certificates** – for demonstrating resilience, creativity, initiative, or emotional growth beyond the classroom
- **Boarding certificates** – for contributions to the boarding community, participation, displaying excellence in an area of school life and embodiment of boarding house values.
- **School Prizes and Awards** – acknowledging achievements across disciplines and year groups
- **End of Year Prizes** – for both effort and attainment in every year group
- **Speech Day Prizes** – for excellence in academic, personal, and community spheres

We make a point of celebrating these achievements widely, meaningfully, and in ways that are appropriate to the individual and the community. Recognition may take the form of a personal message from a teacher or tutor, a phone call or email home, a public celebration in assembly, a certificate, a feature in the school newsletter, or a meeting with a senior member of staff.

The aim is always to ensure that pupils feel seen, valued, and encouraged to continue their positive trajectory—not only in what they achieve, but in how they grow, lead, and contribute to our community.

Our reward system is not only about achievement—it is about character. We want every pupil to know that their contribution matters, and that growth, kindness, responsibility, emotional maturity, and integrity are noticed and valued as much as outcomes.

### **Sanctions and Restorative Responses**

While our focus at Caterham School is on promoting and recognising positive behaviour, we understand that pupils may occasionally fall short of the expectations set for them. When this happens, we respond in a way that is consistent, fair, and supportive—always seeking to help pupils understand the impact of their actions and take responsibility for restoring trust.

Our approach is flexible and contextual. In deciding how to respond to any behaviour, we take into account the age and maturity of the pupil, the level of intent involved, the seriousness of the incident, and the pupil's readiness to reflect and repair. Our first step is always to understand the source of the behaviour and to consider any relevant Special Educational Needs or Disabilities (SEND), pastoral circumstances, or other contextual factors although it is unlikely that context would remove the need for a sanction.

We expect all pupils to show respect towards every member of the school community and towards all cultures and backgrounds. Failure to do so is a serious matter. Sanctions will be used both to address individual instances of disrespect or unkindness to ensure the standards of behaviour that underpin our school culture are upheld.

In the first instances of some poor behaviour, it may be appropriate to hold a restorative conversation between the pupil and those affected. This allows the pupil an opportunity to reflect, repair relationships, and learn from the experience. A record of the need for this intervention will still be made, but provided that a lesson is learnt and the poor behaviour is not repeated, no further sanction may be necessary.

Sanctions, when used, are part of a wider pastoral response and are most effective when accompanied by adult curiosity, compassion, and a commitment to learning. Our aim is not just to correct behaviour but to support the development of self-regulation, empathy, reflection, and accountability. We seek wherever possible to help pupils understand the issues, repair broken trust, and restore relationships.

In some cases, pupils may be temporarily removed from lessons for serious behavioural, pastoral or safeguarding concerns. This is used sparingly, with appropriate supervision and with due regard to the importance of learning. When this happens pupils are supported to reintegrate into the classroom constructively and positively.

We use a graduated system of responses and sanctions, ensuring that consequences are proportionate, meaningful, and designed to promote growth and learning. On rare occasions and if behaviour is significantly beyond the bounds of our community values—for example, serious breaches of safety, dignity, or integrity—then a temporary or permanent exclusion may be necessary. Such decisions are made carefully, following our Exclusions, Expulsion, Removal and Review Policy, and after a full and fair process.

### **Level 1 – Informal boundary setting**

All staff are encouraged to use low-level, informal responses in the first instance of poor behaviour. These may include:

- A clear and calm verbal reminder or admonishment
- A restorative conversation about the behaviour and its impact
- Repetition or completion of inadequate work, possibly during a break or lunchtime

These actions help to reinforce boundaries while preserving relationships and promoting reflective learning. Where such conversations take place, a note may well be made to record the issue.

### **Level 2 – Early interventions**

Used when informal measures are insufficient, **Gatings**, **Confiscation**, **Daily Reports** and **Subject Interventions** are early interventions used for academic or behavioural concerns.

Used for minor behavioural or classroom offences, **gatings** are break time detentions managed by Heads of Year. In the Sixth form, they may take place after school. They involve reporting to the relevant office and completing a reflection, a purposeful written tasks or helpful practical activities, such as tidying classrooms. These are recorded and monitored for trends. Boarders may also be ‘gated’ by their Boarding Housemasters or Housemistress for house-based misdemeanours such as missing roll or lateness which would mean reporting to duty staff or withdrawal of town leave.

Pupils who have prohibited items in school (such as chewing gum, laser pens, jewellery or a mobile phone) can expect to have them **confiscated** if seen by a member of staff. Items that are confiscated should be labelled and placed in a locked draw, or handed to a Head of Year or at Reception, for collection at the end of the school day.

**Report cards** are issued by HOY to promote positive behaviour, often focussed on a particular behaviour which needs changing. Pupils will carry their report card and get it signed by staff at the end of lessons and at lunchtime.

Individual teachers or Heads of Department may issue **Department Interventions** for failure to complete work to a suitable standard, or to underline behaviour expectations in lessons. These are typically handled within the department and logged in the schools’



information system or through communication with the Tutor or Head of Year. They are intended to address issues early, before escalation to more serious sanctions.

### **Level 3 – Friday Detentions**

For more serious or repeated academic or behavioural concerns where earlier interventions have not been sufficient, pupils may be placed in a Friday Detention. These detentions are set by academic or boarding staff, typically after consultation with the Head of Year or Housemaster or Housemistress, and are held from 4:15–5:30pm, supervised by the Teacher on Duty. Parents are notified in advance via a standard letter. The detention is intended to be purposeful, with meaningful work set by the issuing teacher. Non-attendance without good reason will result in escalation to a Saturday Detention.

### **Level 4 – Saturday Detentions and Formal Warnings**

Saturday Detentions are reserved for serious academic or behavioural offences, including bringing the school into disrepute, or for the accumulation of Friday Detentions within a half-term. They are issued only by Heads of Year, Housemasters or Housemistress or members of the Senior Management Team and take priority over all other commitments. Saturday Detentions are supervised by a member of the Senior Leadership Team on duty and run from 10:00am to 12:00pm. Meaningful work is set by senior staff, and parents are notified in advance by the Senior Deputy Head.

Where behaviour is of particular concern or improvement has not been forthcoming, a formal warning may be issued by the Senior Deputy Head or Headmaster. This will be communicated to parents in writing and makes clear that failure to make the required changes may lead to more serious consequences.

### **Level 5 – Exclusion and Expulsion**

In the most serious cases, temporary or permanent exclusion may be necessary. Where behaviour is significantly beyond the bounds of our community values—such as serious breaches of safety, dignity, integrity, or respect—it will be necessary to remove the pupil from the community, either for a specific period of time (through temporary exclusion) or, in the most severe cases, through permanent exclusion. Such decisions are made carefully, following our Exclusions, Expulsion, Removal and Review Policy, and only after a full and fair process has taken place. Full details are available on the school website.

Our aim at every stage is to ensure that pupils experience consequences that help them grow, learn and move forward. Sanctions are not ends in themselves—they are a part of a wider, thoughtful, and responsive pastoral approach that supports each pupil to thrive in our community.