



Behaviour, Conduct and Discipline Policy

Member of Staff Responsible	Deputy Head Pastoral
Date of Policy	September 2026
Date for review	September 2027
Approved By Governors	
Distribution:	All

This policy is written with due regard to the following:

DfE non-statutory advice 'Behaviour and Discipline in Schools' September 2015

DfE Behaviour in Schools: advice for headteachers and school staff February 2024

The Equality Act 2010

SEND Code of Practice 0-25 yrs, January 2015

**DfE Restrictive interventions, including the use of reasonable force, in schools.
April 2026**

School Standards and Framework Act 1998

This policy should be read in conjunction with the Anti-Bullying and Safeguarding and child protection Policies.

Behaviour, conduct and Discipline is the responsibility of the Headmaster; on a day-to-day basis, it is overseen by Deputy Head Pastoral, Head of Middle School and Head of Lower School.

We acknowledge our duties under the Equality Act 2010, including issues relating to pupils with special educational needs and disabilities. We strive to give these pupils the very best we can offer to ensure their needs are met. We understand that in applying this policy, considerations may be made of individual pupils, in particular, when dealing with some children with special educational need or disabilities. The school will give consideration to whether the behaviour under review gives cause to suspect that a boy is suffering, or is likely to suffer, significant harm. Where this may be the case, the School will follow its policy on safeguarding. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs and will decide whether a multi-agency assessment is necessary.

We aim to ensure that all boys show respect for each other and those they meet inside and outside school. We have high standards and expectations for behaviour and support all boys to achieve them. Parents and carers are asked to cooperate in achieving the highest standards

of behaviour from the boys and to support the school in maintaining these standards. It is hoped that parents/carers will read this policy carefully and discuss it with their sons.

1. General principles

- Rokeby boys are expected to be Smart, Skilful and Kind.
- Rokeby aims to encourage all boys to develop honesty, good manners, self-discipline, open-mindedness and proper respect for others – essentially, to be kind.
- Rokeby values both effort and achievement and recognises every positive contribution that a boy makes to the school.
- Where behavioural concerns become apparent, Rokeby wishes to act swiftly to ensure that each boy reflects, learns from the experience and rectifies their behaviour accordingly.
- Boys are expected to be upstanders and uphold the Rokeby Ethos. They should report any incidents of unkindness or bullying to a trusted adult.
- Rokeby boys should do their best and be their best.

2. Honesty

- Boys are expected to be honest and to tell the truth at all times.
- If a boy finds some money or property that does not belong to him, he must hand it back to the owner or give it to a member of staff as soon as possible.
- Boys must not borrow other boys' property without their permission and must always return something they have been allowed to borrow as soon as possible.
- Boys must show honesty in their work and, unless instruction is given to the contrary, produce work that is entirely their own.

3. Good manners

- Rokeby boys are often complimented on their good manners, and this is to be encouraged.
- Boys should always greet visitors politely and be prepared to help them if necessary.
- Boys should show courtesy and politeness to each other and all members of the teaching and non-teaching staff at all times.

4. Self-discipline

- Boys should take pride in their school and show respect for the environment in which they play and work.
- Boys are expected to always meet Rokeby behaviour expectations even when an adult is not directly observing them.
- Boys should take care not to create any litter, and if they see it in the classroom or the playground, pick it up and dispose of it properly.
- Boys must respect those areas that they are not allowed to enter.
- Vandalism and graffiti-writing are in no way tolerated and are regarded as serious breaches of discipline.
- If boys discover some damage to property (their own, someone else's or the school's), they should report it immediately to a member of staff.
- Boys must remember that their behaviour should be a credit to the school at all times, whether in the school itself or at matches, on school coaches or public transport. They should be aware of other people in all these situations and always consider the consequences of their actions.

5. Effort and achievement

- In the classroom, in sports, and in all extra-curricular activities, boys are not only individuals but members of a team. Effort and high standards are encouraged, and every boy should behave in a way that reflects well on himself and the school.
- Boys are expected to participate fully in the classroom by listening carefully, making sensible contributions and cooperating both with the teacher and with their fellow pupils.
- Each boy should play his part in creating a positive atmosphere in which teachers can teach, and all pupils can learn. There should be no "put-downs", and boys should learn to appreciate each other's attributes and talents.
- Boys are expected to celebrate each other's successes whether this is in the classroom, on the sports field or during extra-curricular clubs. During regular assemblies, prize giving assemblies and Prize Day, not all boys will be recognised each time, but all boys are expected to celebrate the successes of others.

6. Rewards

- Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. At Rokeby, we look for opportunities to reward positive behaviour and character.
- Boys are rewarded wherever and whenever possible in order to give them encouragement. Younger boys (Reception-Year 2) have weekly awards, which are presented in a Celebration Assembly. A Work of the Week certificate, dining room award and Star Badge are awarded to individual boys. There is also Smart, Skilful and Kind Cups, which are awarded termly
- ePraise is used for boys in Years 3-8 to award and monitor House Points, Milestones, Accolades and Achievements.
- We positively encourage the boys to share their successes out of school and reward them appropriately, for example, via achievement icons on ePraise, in celebration assemblies and via the newsletter.
- Rewards may take the form of a sticker, kind words and appropriate verbal or written praise to recognise particular effort made in work, art, music, sport, behaviour, etc.
- Boys will be awarded house points in categories of Smart, Skilful and Kind , and these contribute towards the success of their house. The boys can track their personal and House progress via ePraise. At the end of each term, a cup is presented to the House whose boys have gained the most points. A gift voucher is given to the individual boy who has achieved the most house points in each year group. Special achievement awards are given to boys who have produced several pieces of very good work and/or something of special merit. These are recorded in the boys' homework diaries.
- Outstanding effort and/or achievement or a series of special achievement awards (see above) may be rewarded by a Red Book Certificate. Staff recommend boys to the Headmaster, who will present him with a certificate in assembly. The Headmaster may also award these certificates to boys who have done something outstanding in any area of school life and to those whose performance in examinations or half term grades is especially good and/or has made a marked improvement.
- Exceptional act(s) demonstrating good character, such as kindness or teamwork, may be rewarded with a 'Blue Book Certificate'. Acts which support the environment or charitable work may be rewarded with a 'Green Book Certificate'. Boys are nominated

by staff members. The Deputy Head Pastoral will then consider the recommendation and decide whether to award it; if they do, the recipient is presented with a certificate in assembly. These certificates are also recorded on ePraise.

- At the end of each term, a special final assembly awards various prizes, including Sports Prize Giving. There is a full Prize Day for Years 5-8 in the summer term on the Saturday of the final weekend of term, and parents/carers are invited to attend this.
- All boys in Year 8 are given a role of responsibility, nominated by the staff. Those who show exceptional leadership qualities may be awarded a position on the School Council. These roles are voted on by the staff, boys in Year 5-8 vote on who they would like to see as Head boy with the final decision made by the Headmaster.

7. Dress

- Boys should take pride in their appearance and ensure they always look neat and tidy. Shirts must be tucked in, top buttons done up, socks pulled up and shoes clean.
- School uniforms(including Games and PE Kits on designated days) must be worn throughout the school day. Full school uniform must be worn, for official school activities in the evenings and weekends, and for school outings (unless special arrangements apply).
- Hairstyles should be smart and moderate, keeping hair out of boys' eyes. Dyed hair and shaved lines are not permitted. Long hair should be tied back. Jewellery is not permitted.

8. Language

- The use of bad language is unnecessary and offensive. It is not tolerated, and boys are liable to receive a sanction for using it.

9. Bullying (see separate Anti-Bullying Policy)

- Bullying is not tolerated at Rokeby, and any indication of it will be swiftly dealt with.
- Bullying can come in various forms and is sometimes insidious and less easily detect. Verbal and online taunts, as much as physical attacks, are regarded as bullying and sanctions will be applied as necessary.
- No boy or group of boys must bully another in any way, and if any boy is the victim of bullying or sees that someone else is, he should immediately inform a member of staff and/or his parents/carers. Rokeby boys are expected to be upstanders and not bystanders.

10. Rules

- In addition to the general points above, the Headmaster may at any time introduce specific rules as he sees fit for the good running of the school.
- Such rules (which might include banning certain games and toys) may be deemed necessary for the safety and well-being of everyone in the school community.
- Any school rules imposed apply at all times when boys are at school, representing the school or wearing school uniform.

11. Sanctions

- School sanctions are designed to make each boy aware of his misbehaviour and to recognise that misbehaviour has consequences. The intention is that he reflects on and learns from the experience and that he can then move on to make better choices in

future. Good behaviour in and out of lessons makes for a happy and successful learning environment and social experience for all.

- Where a trend of misbehaviour is observed, the appropriate staff will meet to decide on the best course of action. There may be underlying issues that need to be addressed, or a more comprehensive Behaviour Management Plan may need to be created. For example, the behaviour may indicate unhappiness at home, mental health concerns or other influences. Further information can be found within the School's Safeguarding and Prevent Policies. A register of sanctions is recorded and kept on the school system.
- When deciding on sanctions, reasonable adjustments are made for children with SEN or mental health issues.
- Any pupils who are found to have made malicious accusations against staff will be disciplined accordingly with the involvement of the Headmaster.

12. Safeguarding

Safeguarding of pupils is always the school's top priority.

- Staff are aware that misbehaviour can be a sign of safeguarding concerns. The DSL is informed immediately if a staff member has any concerns regarding a pupil's behaviour which may indicate a safeguarding concern.

13. The Use of Restrictive Interventions

- **See Appendix I**

14. Record Keeping

- Behavioural and pastoral concerns are recorded on My Concerns for boys in Reception – Year 2.
- Rewards and sanctions are recorded on ePraise for boys in Years 3-8.
- More serious or ongoing issues will be recorded and monitored on My Concern for boys in Years 3-8.
- Behaviour and rewards are monitored by class/form teachers, Heads of Year and phase leaders.
- Phase leaders report to the Governors via the EWSC termly on matters of behaviour, rewards and sanctions.
- Protected characteristics data in relation to rewards and sanctions is reviewed termly by phase leaders.

15. Support Systems

- There are several systems in place at Rokeby. The whole school uses zones of regulation to support boys' emotional self-awareness and self-regulation. Boys in Years 3 and 5 are allocated a buddy, who is a boy in an older year group. There are trained ELSAs who work with boys who need some extra support. We also have pastoral and academic staff mentors who support specific boys.
- For everyday support and guidance, including all matters related to behaviour, conduct and discipline, the Form Tutor/Class teacher is the first port of call. Should further support be required, the relevant Year Head will become involved. The Form Tutor/Class teacher/Year Head will then implement strategies to address the matter.

These include regular meetings with the relevant pastoral staff, traffic light systems, sticker charts, communication with parents/carers and behavioural report cards.

- Support regarding the transition to the next year group or senior school takes place in the form of transfer meetings between pastoral staff, move-round afternoons and parents' information evenings.
- Where applicable, the school will liaise with parents/carers and advise additional support via outside agencies. These could include Occupational Therapists, Educational Psychologists, Clinical Psychologists, Police, Counsellors and other relevant organisations.
- The information in the following two sections provides details on how the school deals with misbehaviour. Although an escalation of sanctions is outlined, a more serious action may be applied without prior use of other sanctions if the misbehaviour warrants it.

(Reception–Y2)

- On occasion, the boys may forget how to behave appropriately and be inconsiderate towards others. In the majority of cases, after a discussion with all parties, a firm reminder will be sufficient to prevent it from happening again.
- All classrooms have a behaviour management chart where the boys' names are all displayed. Most boys are expected to stay on the sunshine, with exemplary behaviour being rewarded by boys going up to the rainbow or the pot of gold. Please see below:

Behaviour Management		
GOLD CARD		Repeatedly excellent behaviour! <i>Visit Mrs Sanderson for a special sticker</i>
The Rainbow		You have done something great!
The Sunshine		Good behaviour <i>Each boy starts the day here.</i>
The Cloud		Low level disruption <i>Has a chat with their teacher</i>
The Thunder Cloud		Repeated disruption or serious incident <i>Teacher speaks with parent Mrs Sanderson is informed</i>

- If a boy misbehaves, his name is placed on the cloud. If the misbehaviour continues, he must then put his name on the thunder cloud.
- Getting on the thunder cloud requires the teacher to speak with the boy's parents, and Mrs Sanderson is informed. Depending on the nature of the misbehaviour, golden time can be taken away – up to 10 minutes.
- Very occasionally, in cases of violence towards others or a serious incident, boys can move straight to the thunder cloud, regardless of their place on the behaviour chart.

- If inappropriate behaviour continues, then a meeting will be held with the Head of Lower School and the parents. An action plan is then created.
- Every boy will start each new day on the sunshine, no matter what has happened the day before.
- When deciding on interventions and sanctions, reasonable adjustments are made for children with SEN or mental health issues.

(Years 3-8)

- We will always challenge misbehaviour and take a restorative approach. Discussions take place about what is expected in line with the school's aims, what has caused the problem and why the unwanted behaviour has occurred. Boys are supported to consider the impact of their actions on others and the consequences. Incidences of unwanted behaviour are recorded via ePraise and monitored by the pastoral teams.
- Where boys break the rules, a sanction may be applied. The general principle is to apply a sanction swiftly and for it to be carried out as soon as possible; after this, the matter is considered closed. Sanctions always include an element of self-reflection and considerations on the impact on others and for what could be done differently in the future. When deciding on interventions and sanctions, reasonable adjustments are made for children with SEN or mental health issues.
- The boy's age, stage and personal circumstances will be considered when applying sanctions. Boys in Year 3 do not receive formal detentions but may spend time with their class teacher during break instead of playing with their peers.
- Some boys may be repeatedly disruptive on a low level. For low level disruption, teachers use a three clear warnings approach, whereby a pupil who receives three warnings in a given lesson will have a twenty-minute lunchtime detention before lunch is eaten. A teacher takes the detention class, and self-reflection work is set. The boy is registered, and a note and the reason for the detention are recorded on ePraise. The boy's parents are informed that he has sat a lunchtime detention and the reason for it. Detentions are monitored via ePraise. A child may also receive a lunchtime detention if he commits a more serious offence that does not warrant a more severe sanction.
- Any boy who has amassed three lunchtime detentions will automatically be issued an after-school detention if he is issued a fourth in any given term. Parents/carers will be informed of both lunchtime and after-school detentions. Three after-school detentions will lead to parents/carers being called for a meeting with the Year Head. At the end of each term, all records of lunchtime detentions are reset to zero, but not those set for after school.
- If a serious offence were to be committed or if a boy had already received an after-school detention for a similar offence, the next sanction that may be used is an internal exclusion or removal of privileges, such as playing in a match or taking part in a major activity, whichever seems more appropriate to the school.
- Year Heads will decide the best course of action in agreement with The Deputy Head (Pastoral)/Head of Middle/Lower School. Ongoing sanctions may well involve the withdrawal of privileges such as playing in a match or participating in another club,

activity or event. It may also involve a weekly report card to be signed at every lesson and presented to Form Tutors each week. Report cards may be issued to monitor both academic and/or behavioural issues. If there is no improvement at this point, the matter will be referred to the Deputy Heads, Head of Middle/Lower School and the parents/carers will be involved once again. Continually disruptive behaviour will not be tolerated, and a boy in this situation may find his place at the school in jeopardy once the Headmaster is involved.

- The school uses ePraise as a central register of serious sanctions imposed upon pupils in order that patterns can be identified.
- If a boy were to commit a major offence or repeatedly commit serious offences, then the Headmaster would consider Suspension, Exclusion and Required Removal in consultation with the Chair of Governors (or in his/her absence, the Vice Chair) before notifying the parents/carers concerned.

16. Communication with parents and carers

We are committed to working with parents for the best outcomes for their sons. However, as the school operates *in loco parentis*, our first priority is to ensure we act in the best interest of the boys, where misbehaviour is concerned. We endeavour to make parents know as soon as possible where there has been significant misbehaviour at a mutually convenient time. Our approach is to discuss matters with parents as appropriate, but not to consult on the nature of any sanction, which is a school decision. We do consult with parents on some aspects of any ongoing restorative process such as a *behaviour management plan* or *no contact plan*, especially where their son has a diagnosed educational need or neurodiversity. We are happy to arrange phone calls or meetings to discuss behavioural issues, as long as these are scheduled where a mutually agreeable time can be found. We do not support unscheduled meetings, where staff are not able to prepare or might have other commitments.

We expect all communication between parents and school staff to be polite, respectful and constructive.

Please see Section 7 of the Parent Contract for further information.

ROKEBY SCHOOL REASONABLE FORCE AND RESTRAINT

This appendix applies to the whole school including the EYFS

ROKEBY SCHOOL fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. Section 93 of the Education and Inspections Act 2006 enables School staff to use reasonable force in certain circumstances. Care and consideration will be given to the age of the child when following the guidance in this appendix. This appendix applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors. This appendix has been written using advice taken from Restrictive interventions, including the use of reasonable force, in schools (April 2026). The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Equality Act 2010, SEN and Disability Code of Practice 0-25 years 2015.

Our Approach

The use of Restrictive Interventions at Rokeby are very rare. Staff will always seek to use preventative and de-escalation strategies before considering restrictive interventions unless there is an immediate risk of harm which makes this unsafe or impractical. At Rokeby School, we recognise that any restraint carries a risk of physical and psychological harm and should be avoided where possible. We are committed to minimising the need for restrictive interventions through proactive behaviour management, prevention strategies, and de-escalation techniques.

When Restrictive Interventions May Be Used

All members of school staff can use a restrictive intervention – including reasonable force – to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Decision-Making Framework

Before using a restrictive intervention with a pupil, staff must consider:

- **If it's necessary:** there might be alternative ways to manage the situation and achieve the desired outcome, and staff should consider whether the intervention is likely to reduce risks or might escalate the situation further
- **If it's proportionate:** staff should use the least restrictive intervention for the least amount of time, and consider the individual circumstances of the pupil such as their age, size and any medical conditions

- **The pupil's welfare:** staff should consider the impact that the use of force or restrictive interventions can have on a pupil, for example for pupils who have experienced adverse life events. They should also seek to maintain respect for their dignity

Prohibited Practices

It is illegal to use force on a pupil for the purpose of punishment. Pupils must not be restrained in a way that affects their airway, breathing or circulation. For example, by covering the nose or mouth or applying pressure to the neck or abdomen. If a pupil is unintentionally held on the ground, staff should release them, or re-position into a safer alternative or standing position as quickly as possible.

Seclusion

Staff should only put a pupil in seclusion to protect others from harm, when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil should be supervised during the whole period of seclusion. When the immediate risk of harm is reduced, the pupil should be allowed to leave. It must never be used as a punishment or solely because a pupil refuses to comply with instructions.

Recording and Reporting

Our school has a legal duty to record and report all significant incidents in which a member of staff uses force on a pupil or incidents where a member of staff uses seclusion or restraint on a pupil.

We must give a report of the incident to each of the pupil's parents/carers as soon as possible, even if the use of force or restrictive intervention has been agreed as part of a pupil's behaviour support plan. Parents/carers will normally be informed on the same day as the incident or as soon as reasonably practicable thereafter.

Any use of restrictive intervention, reasonable force or seclusion must be recorded on My Concern as soon as possible and normally within 24 hours.

Post-Incident Support

Following any restrictive intervention, we will:

- Medically assess and treat any injuries where appropriate
- Have follow-up conversations with staff member(s) and pupil(s) involved
- Evaluate the incident to understand why the restrictive intervention was used and how we could avoid using restrictive interventions in future
- Continue to monitor the wellbeing of the pupil(s) and staff member(s) and provide additional support where needed
- Where the use of restrictive intervention raises safeguarding concerns, results in injury, forms part of a pattern of escalating behaviour, or involves a vulnerable pupil, the Designated Safeguarding Lead (DSL) will be informed and appropriate safeguarding procedures followed.

Pupils with SEND

Where a pupil's behaviour means that it's more likely that staff will need to use reasonable force or other restrictive interventions, we must have a risk assessment in place. We must also work to manage and reduce the risk – for example, by understanding the pupil's triggers and providing staff training.

The School recognises that behaviour may be linked to unmet SEND needs, communication difficulties, trauma, anxiety or other vulnerabilities. Staff will seek to understand and address underlying causes wherever possible.

Training and Development

All staff are trained in Restrictive Interventions. Staff who are likely to need to use reasonable force will be adequately trained to do so safely and lawfully and trained in strategies to prevent the need to use reasonable force.

Monitoring and Review

Our governing board will regularly review data on restrictive interventions to:

- Identify areas for improvement to policies and practices
- Identify areas for training and development for staff
- Understand regular patterns or triggers of behaviour for key pupils
- Identify when the use of restraint was used disproportionately with vulnerable pupils, including pupils with SEND

APPENDIX 2

Management of Misbehaviour in Middle & Upper School

No./Ref.	Stage/level	Description/ key criteria	Misbehaviour raised by/witnessed by (see footnote)	Concern referred to/ followed up by:	Policy/ procedure to follow	Action taken	Recording required	Staff member(s) to be notified
1a	Low-level	General misbehaviour in lessons or around school	Any member of staff or boy	Staff member in charge (including class teacher)	Behaviour policy	Warning given with guidance by member of staff	ePraise - Demerit and intervention	No staff member notified
1b	Low-level	Continuing poor behaviour	Any member of staff or boy	Staff member in charge (including class teacher or HoD)	Behaviour policy	Lunchtime detention given (after 3 clear warnings given)	ePraise - Demerit and intervention	Form tutor Parents are notified via email by detention staff.
1c	Low-level	One-off act of notable poor behaviour	Any member of staff or boy	Staff member in charge (including class teacher or HoD)	Behaviour policy	Lunchtime detention given	ePraise - Demerit and intervention	Form tutor Parents are notified via email by detention staff.
2a	Significant	Any repeated misbehaviour -or significant act of misbehaviour (or 4 th lunchtime det that term)	Any member of staff or boy	Form tutor and Year Head	Behaviour policy	After-school detention given	ePraise - Demerit and intervention by teacher/Year Head Serious Sanction record updated	Year Head DH/HoMS as appropriate Parents notified by Year Head
2b	Significant	Ongoing misbehaviour is significant/disruptive	Any member of staff or boy	Year Head	Behaviour policy	Behavioural Management Plan (BMP)/ Behavioural	ePraise - Demerit and intervention by Year Head	Deputy Head/HoMS as appropriate. Parents are notified

						report and improvement plan organised by Year Head	Add to MC for ongoing monitoring	and actively involved in the process
3a	Serious	Ongoing / considerable breach of school ethos and rules of conduct	Any member of staff or boy	Deputy Head	Behaviour policy	Internal Exclusion or removal of privileges	ePraise and MC update, and parents informed Note those informed and the outcome by the Deputy Head Serious Sanction record updated	Headmaster
3b	Serious	Ongoing / considerable breach of school ethos and rules of conduct worthy of immediate and strong intervention	Any member of staff or boy	Deputy Head informs Headmaster	Behaviour policy	Temporary Exclusion	Meeting with parents and recorded on MC	Headmaster Chair of Governors
3c	Serious	Ongoing / serious breach of school ethos and rules of conduct worthy of immediate and very strong intervention	Any member of staff or boy	Deputy Head informs Headmaster	Behaviour policy	Permanent Exclusion	Meeting with parents and recorded on ISAMS	Headmaster Chair of Governors

APPENDIX 3
Management of notable unkindness or bullying

No./Ref.	Stage/level	Description/ key criteria	Concern referred by*:	Concern referred to:	Policy/ procedure to follow	Action taken	Recording required	Staff member(s) to be notified
Ia	Low-level	Some indications of poor relationship/ unkindness or alleged bullying	Any member of staff, parents or boy	Form tutor of 'victim'	Anti-bullying policy	Boys spoken to by class or form teacher, guidance given, restorative conversations and agreed actions	ePraise demerit and intervention by reporting staff. Updated by relevant form tutor or other teacher involved	Form tutor of alleged perpetrator
Ib	Low-level	Continuing indications of poor relationship or alleged bullying after warnings/interventions	Any member of staff, parents or boy	Form tutor of 'victim'	Anti-bullying policy	Investigated by form tutor – restorative conversations and agreed actions Lunchtime detention given	MC Note and outcome by victim's form tutor	Form tutor of alleged perpetrator Year Head Parents of (alleged) victim & perpetrator are notified
2	Significant	Any repeated behaviour which makes the boy feel uncomfortable or threatened	Any member of staff or boy	Form tutor of 'victim' and Year Head	Anti-bullying policy Behaviour Policy	After-school detention given Anti-bullying Action Plan	MC Bullying Register – Year Head	Form tutor of alleged perpetrator Year Head of victim Head of Lower/Middle School/Deputy Head as appropriate Parents of (alleged) victim & perpetrator are notified

3a	Serious	Ongoing bullying or an act of cruelty	Any member of staff or boy	Deputy Head or Head of Lower/Middle School	Anti-bullying policy Behaviour Policy	Internal Exclusion, or removal of privileges	Meeting with parents and recorded on MC Bullying Register – HoMS or Deputy Head	Year Heads of alleged perpetrator and victim Head of Lower/Middle School/Deputy Head as appropriate Headmaster Parents of victim and perpetrator are notified
3b	Serious	Ongoing / considerable breach of school ethos and rules of conduct worthy of immediate and strong intervention	Any member of staff or boy	Deputy Head informs Headmaster	Anti-bullying policy Behaviour Policy	Temporary Exclusion	Meeting with parents and recorded on MC	Headmaster Chair of Governors Parents of victim and perpetrator are notified
3c	Serious	Ongoing / serious breach of school ethos and rules of conduct worthy of immediate and very strong intervention	Any member of staff or boy	Deputy Head informs Headmaster	Anti-bullying policy Behaviour Policy	Permanent Exclusion	Meeting with parents and recorded on ISAMS	Headmaster Chair of Governors Parents of victim and perpetrator are notified

