

THE MOUNT SCHOOL

BEHAVIOUR POLICY

2026-2027

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This policy should be read with the Safeguarding and Child Protection Policy, Anti-Bullying Policy, Suspension and Permanent Exclusion Policy, SEND Policy, Attendance Policy, Mobile Phone Policy, Online Safety Policy, Searching/Confiscation procedures, Staff Code of Conduct and Restrictive Intervention procedures.

1. General statement

The Mount School is committed to creating a calm, safe, respectful and ambitious environment where exemplary behaviour supports productive learning. Everyone is expected to maintain high standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same.

Our behaviour approach teaches self-discipline rather than blind compliance. It is underpinned by strong relationships, clear routines, engaging teaching, positive recognition, fair consequences and timely support.

The School's simple code is Ready, Respectful, Safe. It will be displayed in learning spaces and used consistently in conversations about conduct.

The Mount uses the principles of PIP - Praise in Public - and RIP - Reprimand in Private - where appropriate, while recognising that some pupils may not be comfortable with public praise and that safeguarding or serious incidents require a different response.

Corporal punishment is prohibited. No member of staff may threaten or use corporal punishment in any circumstances.

2. Regulatory and guidance framework

As an independent school, The Mount must meet paragraph 9 of the Independent School Standards by having a written behaviour policy that sets out sanctions, implementing it effectively and keeping a record of sanctions imposed for serious misbehaviour.

This policy also reflects DfE Behaviour in schools guidance, which expressly applies to independent schools, Keeping Children Safe in Education 2026, the Equality Act 2010, the statutory Mobile phones in schools guidance applying from 1 September 2026, and the 2026 requirements concerning recording and reporting restrictive interventions including use of force and seclusion.

The School's approach is also informed by its duties to safeguard pupils, make reasonable adjustments for disabled pupils and ensure behaviour systems do not discriminate unlawfully.

3. Aims

- create a culture of exceptionally good behaviour for learning, community and life;
- ensure pupils are treated fairly, respectfully and consistently;
- help pupils understand, regulate and take increasing responsibility for their behaviour;
- build a community that values kindness, care, good humour, empathy, honesty and respect;
- protect pupils and staff from bullying, harassment, violence, sexual harassment, discriminatory behaviour and other harmful conduct;
- ensure excellent conduct is an understood expectation while recognising individual need;
- identify when behaviour may communicate SEND, unmet need, trauma, mental-health difficulty or safeguarding concern;
- use proportionate consequences alongside support and reparation; and
- ensure serious sanctions, restrictive interventions and exclusions are properly recorded and reviewed.

4. Behaviour expectations: Ready, Respectful, Safe

- Ready: We listen to each other, arrive prepared, follow reasonable instructions and are ready to learn.
- Respectful: We treat other people, their identity, views, property and the School environment with respect.
- Safe: We make choices that keep ourselves and others physically and emotionally safe, including online.

These expectations apply in lessons, at break and lunch, in clubs, on educational visits, during School transport/activities and, where there is a reasonable connection to the School, to conduct outside School or online.

5. Responsibilities

5.1 Director / Proprietor

The Director/Proprietor ensures that a compliant written policy exists, is effectively implemented and that serious sanctions and restrictive-intervention arrangements receive appropriate oversight.

5.2 Headteacher and SLT

The Headteacher leads the behaviour culture, ensures staff consistency, monitors patterns and disproportionality, provides support/training and determines serious sanctions in accordance with School policy.

5.3 Staff

- refer consistently to Ready, Respectful, Safe;
- model calm, respectful behaviour and build positive relationships;
- plan learning that engages, challenges and takes account of pupil needs;
- teach routines and expectations explicitly rather than assuming pupils know them;
- use positive recognition thoughtfully and fairly;
- use calm language, take-up time and de-escalation where appropriate;
- follow up behaviour consistently and retain professional ownership;
- record required incidents and sanctions accurately;
- consider safeguarding/SEND/medical factors without excusing harmful behaviour; and
- seek support rather than allowing situations to escalate unnecessarily.

5.4 Pupils and parents

Pupils are expected to follow School rules and participate in restorative/reparative work where appropriate. Parents/carers are expected to support reasonable School expectations, share information that may affect behaviour and work constructively with staff.

6. Celebrating positive behaviour

The Mount recognises and rewards pupils who meet and exceed expectations. A quiet word of personal praise may be as powerful as a public reward. Recognition should be genuine, proportionate and responsive to the pupil.

Rewards may include:

- verbal praise or thanks from staff;
- Form Teacher reward sticker or stamp;
- sharing success with another member of staff or the Headteacher;
- public praise in whole-School gatherings where appropriate;
- house points;
- whole-class rewards;
- merit badges/awards in assembly;
- positive contact with parents/carers;
- praise in home-school communication;
- positions of responsibility; and
- recognition at annual prize giving.

7. Prevention, teaching and early intervention

Engagement with learning is the primary aim. For most pupils, a reminder or redirection is sufficient. Staff should prevent avoidable escalation through predictable routines, clear explanations, appropriate seating/environment,

movement or sensory adjustments, task adaptation, relationship repair and early pastoral/SEND support where indicated.

Behaviour that is repeated, escalating or unusual should prompt staff to ask what is driving it. This does not mean lowering expectations; it means responding to the behaviour and its underlying causes.

8. Steps to manage negative behaviour

The following graduated steps preserve the Mount's existing approach. Staff may move directly to a later stage where behaviour is serious, unsafe or requires immediate safeguarding action.

Step	Action
Redirection	Gentle encouragement or a 'nudge' in the right direction. Use positive framing and, where helpful, a small act of kindness.
Reminder	A reminder of Ready, Respectful, Safe, delivered privately wherever possible. Repeat if useful. De-escalate and decelerate where reasonable. Refer to the Wheel of Choice where appropriate.
Caution	A clear private caution identifying the behaviour, the expected change and the likely consequence if it continues. Give appropriate take-up time.
Timeout / reflection	A brief, supervised opportunity to regulate and reflect away from the immediate situation. The pupil is given a clear route back to successful participation. Timeouts are recorded on the behaviour log.
Internal referral / removal	Where behaviour is significantly disrupting learning or safety, the pupil may be referred to another appropriate supervised space. At break/lunch this may involve SLT. Internal referrals/removals are recorded.
Reparation	A restorative/reparative conversation takes place as soon as appropriate. This is not forced where a pupil is distressed, where there is a safeguarding concern, or where direct restorative contact would be unsafe.
Formal meeting	A meeting with the pupil, teacher and Headteacher/SLT. Targets and support are agreed and recorded, normally through a time-limited report/review arrangement.

9. Sanctions and consequences

Sanctions must be reasonable, proportionate, lawful, consistent with this policy and appropriate to the pupil's age, circumstances and any SEND/disability. Staff should explain the reason for a sanction and the behaviour expected next.

Possible sanctions include:

- verbal caution or formal warning;
- completion/repetition of appropriate work;
- a reasonable restorative task connected to the behaviour, such as helping to put right a mess caused;
- confiscation in accordance with School rules and law;
- restricted play or loss of a specific privilege;
- break or lunchtime detention/reflection;
- temporary removal from a lesson/activity;

- formal report/behaviour plan;
- parent meeting;
- suspension; and
- permanent exclusion in the most serious circumstances.

School may seek reasonable payment for loss or damage in accordance with its parent contract and the circumstances, but financial recovery is not presented as a pupil disciplinary fine.

The separate Suspension and Permanent Exclusion Policy governs those decisions and reflects The Mount's status as an independent school.

10. Detentions and missed social time

Break/lunchtime detention or restricted play must be supervised and proportionate. Pupils must retain reasonable opportunities to eat, drink, use the toilet and meet health/medical needs. Staff should consider whether repeated loss of social time is counterproductive for a pupil with SEND or regulation needs.

11. Removal from classrooms

Removal is a serious response where it is necessary to maintain safety or restore a calm learning environment. It should not become routine, unsupervised exclusion from education or a substitute for addressing SEND, safeguarding or unmet need.

The reason, duration and outcome of significant removals will be recorded. Pupils should normally continue meaningful education and be supported to reintegrate.

12. SEND, disability and reasonable adjustments

The School maintains high expectations for pupils with SEND while recognising that disability or additional need may affect behaviour, communication, sensory regulation, executive function or the pupil's ability to meet a particular rule in the usual way.

Before or alongside sanctions, staff will consider whether reasonable adjustments are required and whether the behaviour indicates an unmet SEND need. A sanction is not automatically unlawful because a pupil has SEND, but decisions must not discriminate and should be informed by the individual circumstances.

Where behaviour is persistent or significantly different from the pupil's usual presentation, the class teacher, SENDCO and relevant leaders will consider additional assessment/support and whether the pupil's plan needs review.

13. Safeguarding and behaviour

Behaviour can be a safeguarding indicator. Staff must consider whether sudden, concerning, sexualised, aggressive, withdrawn, self-harming, exploitative or otherwise unusual behaviour may indicate abuse, neglect, exploitation, online harm, domestic abuse, mental-health difficulty or another safeguarding concern.

A behaviour process must never replace a safeguarding response. Where harm or risk is suspected, staff must report to the DSL/DDSL in accordance with KCSIE 2026 and the Safeguarding and Child Protection Policy.

14. Child-on-child abuse, sexual harassment and harmful behaviour

Bullying, discriminatory abuse, sexual violence, sexual harassment, harmful sexual behaviour, coercion, deliberate violence, threats with weapons and abuse within children's relationships are not treated merely as 'poor behaviour'. They may require safeguarding action alongside behaviour consequences.

The School will not normalise harmful behaviour as 'banter', 'part of growing up' or something pupils should tolerate. Victims will be supported and risk assessment/safety planning used where appropriate.

The Anti-Bullying Policy provides the detailed prevention and response framework for bullying.

15. Discriminatory and prejudicial behaviour

Racist, sexist, homophobic, biphobic, transphobic, disablist, faith-based or other prejudicial language or conduct will be challenged and recorded appropriately. Leaders will consider patterns, targeted support, safeguarding and whether wider curriculum/culture action is required.

16. Mobile phones and smart technology

From 1 September 2026, The Mount follows the statutory DfE expectation that schools are mobile-phone-free by default throughout the School day. The detailed rules, exceptions, storage/hand-in arrangements and sanctions are contained in the Mobile Phone Policy.

For primary pupils, the default is that phones should not be brought to School. Where there is a genuine pre-agreed journey/safety reason, the device must be switched off and handed in/stored in accordance with the Mobile Phone Policy. Equivalent smart technology is included where it has similar communication/recording functionality.

Reasonable adjustments or exceptional arrangements will be considered individually where required by disability, medical need or other compelling circumstances.

17. Online and out-of-school behaviour

The School may respond to behaviour outside School, including online behaviour, where there is a reasonable connection to School, it threatens another pupil or member of staff, damages the School community, or creates safeguarding or orderly-school concerns.

Online behaviour may require action under the Online Safety, Anti-Bullying and Safeguarding policies as well as this policy.

18. Searching, screening and confiscation

Searching and confiscation will only be undertaken in accordance with the law and current DfE guidance. Headteacher authorisation, the nature of the item, pupil age/SEND, privacy, safeguarding and recording requirements will be considered.

Mobile phones and similar devices may be confiscated as a proportionate disciplinary response under the School's published rules. Any search of a device or its data requires particular legal/safeguarding care and is not authorised merely because the device itself has been confiscated.

19. Reasonable force and restrictive interventions

The Mount's starting point is prevention and de-escalation. Restrictive intervention is not a behaviour-management shortcut, punishment or means of securing compliance where less restrictive approaches would suffice.

School staff may use reasonable force where the law permits and where it is necessary and proportionate. From April 2026, new statutory recording/reporting requirements apply to specified uses of force and seclusion, and the Independent School Standards now include specific standards concerning restrictive interventions.

Any use of force or seclusion must follow the School's Restrictive Intervention procedure and current DfE guidance. Required incidents will be recorded and parents informed in accordance with the statutory rules. Leaders will review patterns, including disproportionate use affecting pupils with SEND or other groups.

Seclusion must not be confused with a pupil choosing, or being supported, to spend time in an ordinary calm space from which they are free to leave. Locking a child in a room or preventing them from leaving engages serious legal and safeguarding considerations.

20. Serious misbehaviour

Serious misbehaviour may include significant violence, serious bullying, sexual violence/harassment, possession/use of a weapon, deliberate serious damage, theft, discriminatory abuse, serious online harm, bringing prohibited substances/items to School, persistent behaviour that seriously undermines safety or learning, or other conduct of comparable gravity.

The response will depend on the facts and may include immediate safety measures, DSL involvement, parent contact, investigation, police/children's social care consultation, suspension or permanent exclusion.

21. Recording and monitoring

Timeouts, internal referrals/removals and other incidents identified by School procedure will be recorded on the behaviour log/current MIS. The School will keep the record required by the Independent School Standards of sanctions imposed for serious misbehaviour.

Leaders will monitor patterns by pupil, class, type of behaviour, location/time and, where appropriate, protected characteristic/SEND to identify disproportionality, repeated victimisation, unmet need, safeguarding patterns or inconsistent staff practice.

Restrictive-intervention records will be maintained separately or clearly identifiable so that the statutory recording/reporting requirements can be evidenced.

22. Parent communication

Parents/carers may be informed of negative behaviour by face-to-face conversation, telephone, email or the School's approved communication system. Serious incidents will normally result in prompt direct contact.

Staff should communicate facts, the School response and next steps professionally. Safeguarding information-sharing decisions remain governed by the Safeguarding and Child Protection Policy.

23. Reintegration and reparation

After serious incidents, removal or suspension, reintegration should restore safe participation rather than simply mark the end of a sanction. Plans may include a structured conversation, re-teaching expectations, reasonable adjustments, support, risk management and clear review points.

Restorative meetings are used when safe and appropriate. A victim of bullying, harassment or abuse will not be compelled to meet the pupil who harmed them as a condition of resolution.

24. Staff consistency and professional development

Leaders will support staff to implement the policy consistently through induction, modelling, coaching, discussion of scenarios and review of behaviour data. Consistency means applying shared principles fairly; it does not mean identical responses regardless of age, disability, SEND, safeguarding context or seriousness.

25. Complaints

Concerns about the application of this policy should normally be raised with the relevant teacher or Headteacher. Formal complaints may be made under the School's Complaints Procedure. A complaint does not automatically suspend a proportionate behaviour measure.

Safeguarding concerns must be raised through safeguarding procedures and must not wait for the complaints process.

26. Monitoring and review

The Headteacher will review implementation, behaviour patterns, serious sanctions, exclusions, restrictive interventions, bullying/safeguarding overlap, SEND adjustments and staff consistency. The Director/Proprietor will receive appropriate assurance that the Independent School Standards are met.

This policy will be reviewed at least annually and sooner following significant statutory/guidance change, a serious incident, evidence of disproportionate outcomes or an identified weakness in implementation.

Appendix A - Behaviour response quick guide

- 1. Is everyone safe? If not, secure safety and summon support.
- 2. Use calm redirection/reminder and appropriate take-up time.
- 3. Consider whether SEND, medical, communication or safeguarding factors are relevant.
- 4. Use the graduated steps unless seriousness requires immediate escalation.
- 5. Record timeout/removal/serious sanction as required.
- 6. If behaviour suggests harm or abuse, contact the DSL - do not treat it only as discipline.
- 7. If force/seclusion is used, follow the Restrictive Intervention procedure and statutory recording/reporting rules.
- 8. Repair/reintegrate when safe and appropriate.
- 9. Review repeated behaviour for patterns and unmet need.

Appendix B - Serious behaviour / sanction record

Pupil / date / time / location:

Behaviour / incident:

People affected / witnesses:

Immediate safety action:

Safeguarding referral/DSL action:

SEND/medical/reasonable-adjustment considerations:

Investigation/evidence considered:

Sanction imposed and rationale:

Parent contact:

Victim support/risk assessment:

Reintegration/reparation:

Restrictive intervention involved? Separate record reference:

Follow-up / review date:

Headteacher review:

Appendix C - Behaviour monitoring prompts

- Are serious sanctions being recorded consistently?
- Are particular pupils/groups disproportionately represented?
- Are repeated incidents concentrated at a particular time, lesson or location?
- Are behaviour incidents masking bullying, exploitation or other safeguarding harm?
- Have reasonable adjustments been considered for pupils with SEND/disability?
- Are removals/timeouts becoming routine for any pupil?
- Are victims of harmful behaviour being supported?
- Are restrictive interventions recorded/reported and reviewed correctly?
- Do staff responses match the published policy?
- What needs to change in curriculum, routines, staffing, environment or support?