

BEHAVIOUR POLICY

2026/27

To be read alongside

- Safeguarding and Child Protection Policy
- Search and Confiscation Policy
- SEND policy
- Teaching and Learning
- Restrictive Interventions, Including the use of reasonable force
- Anti-Bullying Policy
- Complaints Procedure
- Mental Health Policy
- Smoking, Alcohol and Drugs Policy
- Attendance Policy
- Mobile Phone Policy

Informed by:

- The Equality Act 2010
- DfE Behaviour in Schools 2022
- Keeping Children Safe In Education 2026
- DfE guidance on suspension and permanent exclusion, considered where relevant as good practice alongside the Independent School Standards and the College's contractual arrangements with parents.
- DfE Restrictive interventions, including the use of reasonable force, in schools (2026)
- National Minimum Standards for Boarding Schools, updated May 2026

College Aims

- RIC aims to give students an enjoyable and successful experience of school in an international environment with small classes and high quality teaching and pastoral care.
- There is a strong focus on examination success and preparation for university whilst also nurturing personal development in a lively, supportive, and informal atmosphere.
- We encourage students to search for their own answers, to voice their opinions, to think critically, creatively and independently. We value academic and creative achievements equally.
- Admission based on motivation, effort, and good conduct, not on prior attainment alone
- We aim for students to leave us not only with exam success but also with enthusiasm for the future, self-awareness and confidence about themselves and their education.



- The college ethos is designed to foster respect, challenge prejudice and develop an imaginative and informed mindset.

The college aims to play a role in the local community with a particular emphasis on the arts and the environment and to support the growth, welfare and development of its staff.

Purpose

In order that students have an enjoyable and successful experience of college and to maximise the chances of exam success, we expect students to possess an honest determination to work hard and behave well, enabling students to contribute to and learn in a calm, safe and supportive environment, protected from disruption. In order that students flourish in adult life, we aim to develop a culture in which all students learn to take responsibility for the choices they make, in which they are equipped to select the appropriate behaviour for the situation at hand and maintain that behaviour for the duration needed. Through adult modelling and explicit conversations we enable all students to learn from their mistakes, providing the support necessary for students to modify their behaviour where necessary. Our approach to behaviour is part of our whole school safeguarding culture and is designed to foster a safe, respectful, and inclusive environment for all students. This positive behaviour culture creates a calm environment which benefits all students, including those with SEND, enabling all to learn.

Where a student's behaviour raises safeguarding concerns, staff will escalate promptly to the safeguarding team in accordance with the college's Safeguarding and Child Protection Policy and KCSIE 2026.

How we teach is as important as what we teach. We wish to create a culture in which students consistently exhibit curiosity and scepticism, creativity and adventurousness, ethics, environmental-mindedness and independence.

At Rochester Independent College we want everyone to feel comfortable and happy in the College environment.

We expect students to:

- follow the school rules as published in the Lower School, Sixth Form and Boarding handbooks
- follow instructions and directions given by all staff, whether teaching or non-teaching
- behave sensibly and responsibly at all times, both in and out of the classroom
- behave responsibly online, including via messaging, social media, or digital platforms. This is subject to the same expectations as in person conduct.

These expectations cover behaviour both in-person and online or via text, on school journeys



and instances where students are off site but under the supervision of the College.

We will discipline students for their unacceptable behaviour outside of the College premises in line with Section 89(5) of the Education and Inspections Act 2006 “to such extent as is reasonable.” The misbehaviour could be witnessed by a staff member or reported to the school.

Roles and Responsibilities

Senior Leaders

It is the role of the Senior Leaders (Heads of School, Head of Boarding, Designated Safeguarding Lead and Vice Principals) to support subject teachers and Personal Tutors in encouraging positive behaviour. This includes monitoring rewards and consequences to ensure consistency, prevent discrimination and establish whether strategies are working. Senior Leaders provide supportive presence during the school day, operate the exit room system where students are removed from lessons for serious discipline reasons, supervise students when they spend a limited time out of the classroom, impose behaviour contracts monitored by reports, contact parents and chair reintegration meetings to support teachers.

The college uses robust filtering and monitoring systems to protect students online. These systems are overseen by the DSL and are aligned with DfE Filtering and Monitoring Standards 2023.

Governors

Governors monitor the college’s behaviour log at least termly as a standing agenda item in governors’ meetings and in regular safeguarding reports as appropriate. Should a parent/carer wish to appeal any disciplinary measures taken they are directed to the college’s complaints procedure, which can be found on the college website.

Subject teachers

Subject teachers build and model respectful academic relationships, they explain appropriate behaviour for learning and they praise and reward it. Where disruptive behaviour occurs, the priority is to swiftly enable learning to resume. Subject teachers record significant positive and negative behaviours for learning on iSAMS.

Directors of Study

The role of the Director of Study is to provide coaching to students to recognise and reflect on their own behaviour and meet their learning goals. They will contact home regarding concerns with behaviour where this is necessary, except in instances of serious negative behaviour that have been referred to the Leadership Team.

Directors of Study monitor positive and negative behaviour referrals on iSAMS and act



accordingly, using tools such as putting students on report, setting Supervised Study and/or using the four step disciplinary procedure. Where strategies have been implemented, Tutors should evaluate their success and refer to the Heads of School if things are not working. Directors of Study may also refer behaviour concerns to a relevant member of the Senior Leadership Team.

Boarding Team

The role of the boarding team is to create a cohesive and harmonious environment collaboratively with the boarding community. Staff follow the 'Rewards and Sanctions in Boarding Guidance', in which normal consequences are designed to be restorative to the community. A record is kept of instances of positive and negative behaviour in Orah. Boarding staff work closely with the Directors of Studies and academic staff to ensure a holistic approach to a student's care and progress.

SENCOs

Where students have additional needs that may affect their behaviour, the SENCOs may be consulted on what reasonable adjustments should be made to any consequence or to the classroom environment to prevent a recurrence of the behaviour. In such circumstances, students will be supported, where necessary, by assessing their needs, making reasonable adjustments and reviewing this as appropriate. As with any other student, those with SEND are expected to allow others to learn and an adjustment will not be considered reasonable if it disrupts the learning of others. Adjustments will be kept under review in consultation with parents, students, and staff to ensure they remain proportionate, effective, and fair to all students. We aim to move students with SEND towards meeting the same high expectations of in-class behaviour as their peers in order that they feel a part of our community and to enable other students to learn and to feel that treatment of students is equitable.

Students

Students will be made aware of the College's behaviour policy and will take responsibility for their own behaviour. They will assist in maintaining the safety of the learning environment by reporting all inappropriate behaviour.

Partnership with parents

Some behavioural concerns may also raise safeguarding, welfare or criminal concerns. In these circumstances, the College will work with relevant safeguarding partners and other agencies, which may include children's social care, health services and the police.

Referrals will be made without unnecessary delay and according to the nature and urgency of the concern, the level of risk to the student or others, local safeguarding procedures and the



advice of the DSL. Where a child is considered to be at immediate risk of significant harm, appropriate emergency action and/or an immediate referral will be made.

The College may also work with appropriate external organisations, charities and health or therapeutic services to support a student's physical, emotional or mental health. Parents or carers will normally be involved in such arrangements where appropriate, unless doing so would place the student at increased risk or otherwise conflict with safeguarding responsibilities.

Partnerships with outside agencies

Some disciplinary procedures will also run concurrently alongside our statutory duty to cooperate with safeguarding partners such as children's social care, health and the police as required. As a College, we will refer to these agencies where appropriate as soon as possible but at a maximum within 24 hours unless there is a safeguarding reason to delay this. In addition to this, we may work with charities or medical services supporting a student's physical and/or emotional health. The list of organisations is not exhaustive and where appropriate will always be communicated with the parents/carers and students.

College Systems

School systems of rewards and consequences is based on the following model:

Recognise - staff encourage students to recognise positive and negative choices in self and others

Reflect - Staff support students in learning how to **reflect** on the impact of these choices and how to repeat positive choices and prevent negative choices

Restore - Staff support students in how to restore relationships and balance through action based on the reflection.

Recognition & rewards

The College promotes positive and improved behaviour through a rewards system that seeks to reward the pro-social and academic behaviours mentioned above. We also aim to promote **intrinsic motivation** in students, where rewards, as far as possible, seek to develop a love of learning and a sense of communal responsibility rather than simply personal gain.

In addition to offering sincere, specific, meaningful praise as appropriate, a range of other rewards is open to staff, including the Lower School merit system and sending postcards home. Student accumulated merits are rewarded in various ways including extra-curricular trips, certificates and lunches. Individual year groups and forms are rewarded in similar ways for accruing merits in comparison to other groups and forms in the Lower School.



Rewards should be applied consistently and not as 'bribery' for doing what should normally be expected.

Consequences

Where behaviour inappropriate to the context is exhibited, the College adopts a graduated response, moving from class to department to whole school consequences with the capacity to move to the formal disciplinary procedure or suspension or permanent exclusion for more serious behaviour or where persistent poor behaviour has not improved in response to normal consequences.

Consequences should be appropriate to the age of the student and their specific circumstances. Staff will respond to students predictably, promptly and assertively in a consistent, fair and proportionate way. We will always ensure the safety of all staff and students is the priority along with restoring a calm environment.

Although not exhaustive, the college recognises the behaviours below as unacceptable and will be managed using the most appropriate support, consequence or procedure within our college systems:

- persistent low level disruption or poor behaviour that has not responded to normal consequences
- Child on Child abuse (see Safeguarding Policy & Child Protection policy for full details on prevention)
- Sexual harassment, sexual violence and harmful sexual behaviour (further details in the safeguarding and child protection policy)
- bullying, including relational (emotional), cyber, verbal, physical, racist, sexual, transphobic, homophobic, religious, cultural or related to a physical or mental disability
- persistent class disruption
- ignoring a direct instruction from a member of staff
- stealing
- vandalism and graffiti
- refusing to cooperate with a search where a student is suspected of having a prohibited item eg knives, illegal drugs, pornography, alcohol, stolen items
- possessing or under the influence of drugs
- smoking inside or directly outside College premises
- repeatedly not signing out of boarding
- repeatedly ignoring boarding room check times
- leaving bedroom in boarding house persistently untidy
- rudeness
- intimidation
- any behaviour that disrupts or hinders learning taking place in the classroom or beyond



- malicious allegations against staff or students
- Using mobile phones or other technology in breach of the College's Mobile Phone Policy or Acceptable Use Policy.

Subject teachers may use any of the following supportive measures or consequences as appropriate:

- Keep students behind for a discussion after class
- Put students in a lunchtime departmental Supervised Study or 1:1 session
- Put students in a Lower School after school Supervised Study
- Exit students from a lesson, followed by a reintegration meeting with a member of Senior Leadership Team
- Put in place a behaviour contract for the specific subject in concert with a member of the Senior Leadership Team
- Subject teachers can request a reintegration meeting with a member of Senior Leadership Team where a students' behaviour is consistently disruptive but has not warranted a student being exited

Directors of Studies may use any of the above and:

- Liaise with parents via telephone, email or in person meetings.
- Lower School: Put a student on report across all subjects (attendance, punctuality, behaviour or academic)
- Refer Lower School boarding students to Study Hub (7:00pm-9:30pm) every evening.
- Sixth Form: Refer students to Sixth Form Supervised Study

Disciplinary Procedure

For more serious or repeated behaviour concerns, the Principal, Senior Vice Principal, Vice Principals, Heads of School or Head of Boarding may use any of the above consequences and can use the staged disciplinary procedure, detailed below:

Verbal warning

Parents/Carers will receive (email) notification of the warning.

Written warning

Parents/Carers will be contacted by the student's Director of Study and/or the Head of School. The student will be issued with a copy of the written warning and this will also be forwarded to the parents/carers.

Final written warning

Parents/Carers may be asked to come into college to see the Director of Study and a Vice Principal/Head of School.



At this stage, the parent/carer and student will be advised that any further breaches of college rules and regulations may result in a suspension or permanent exclusion.

The student will be issued with a copy of the written warning and this will also be forwarded to the parents/carers.

Suspension/Permanent exclusion

As an independent school, the College manages suspension and permanent exclusion in accordance with the Independent School Standards, this Behaviour Policy, the College's published terms and conditions and contractual arrangements with parents, and relevant safeguarding and equality legislation. The College will also have regard, where appropriate, to relevant principles contained in DfE guidance on suspension and permanent exclusion.

Suspension and permanent exclusion are serious disciplinary measures and will not be imposed lightly. A suspension may be used where a student's behaviour warrants removal from the College for a defined period. Permanent exclusion may be considered in response to a serious breach or persistent breaches of the College's Behaviour Policy, or where allowing the student to remain at the College would seriously harm the education or welfare of the student or others.

Depending on the seriousness of the behaviour, it may be appropriate to move directly to suspension or permanent exclusion without completing each stage of the College's normal disciplinary procedure.

Before making a decision, the College will establish the relevant facts fairly, taking account of the student's account and other available evidence, any safeguarding considerations, SEND or disability and reasonable adjustments, and any other relevant individual circumstances. The civil standard of proof, the balance of probabilities, will normally be applied when determining whether an incident occurred.

The College will ensure that suspension or permanent exclusion is used transparently and in accordance with its published procedures.

Parents or carers, and students aged 18 or over where applicable, will be informed of the decision and the reasons for it. Any available review or complaint arrangements will be explained in accordance with the College's Complaints Procedure and contractual arrangements.

A student's behaviour outside College can also be considered grounds for a suspension or permanent exclusion (Section 89(5) of the Education and Inspections Act 2006).



Notes

Appropriate sanctions, including loss of free time or suspension/exclusion may be enforced at any stage of the disciplinary process. Appeals against any disciplinary decisions made by the College are governed by the Complaints Procedure.

The Vice Principal (Pastoral & Safeguarding) is not directly involved in discipline action. Their primary responsibility is the safeguarding and welfare of students.

Suspension

A suspension is when a student is removed temporarily from College, it may be used to provide a clear signal of what is unacceptable behaviour and show a student that their current behaviour is putting them at risk of permanent exclusion. A suspension may be put in place whilst the College continues to investigate a disciplinary concern if it is deemed in the best interests of the College community or the students. Following the investigation any further disciplinary measures may be put in place such as warnings, further suspension or permanent exclusion.

Permanent exclusion

A permanent exclusion is when a student is no longer allowed to attend the College. The decision to exclude a student permanently can be taken:

- in response to a serious breach or persistent breaches of the College's behaviour policy;
- where allowing the student to remain in College would seriously harm the education or welfare of the student or others such as staff or students in the College.

Whilst we will always seek the student voice within this process, when establishing the facts in relation to a suspension or permanent exclusion decision the Principal will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen.

All suspensions or exclusions will be communicated with parents/carers and directly to students over 18 verbally and/or in writing. Parents/carers will be asked to collect the student from College premises, or make arrangements for their collection or journey home. Any reference given will refer to the circumstances and facts of the exclusion. The Principal will inform the governors of all suspensions and permanent exclusions.

Use of reasonable force

Corporal punishment by staff is illegal. We do not practise corporal punishment nor threaten to use it under any circumstances. It may, however, be necessary for a member of staff to use reasonable force to prevent a student from coming to harm, injuring themselves or others;



damaging their own or others' or College property; or engaging in behaviour that obstructs good order and discipline at the College or amongst its students in the classroom and elsewhere in the College, including authorised activities outside College. This will be carried out with the minimum necessary to restore order to the situation and following the guidance given in the DfE publication Restrictive interventions, including use of reasonable force, in schools (2026)

All incidents should immediately be reported to the Principal or Senior Vice Principal. In the absence of the Principal it should be reported to the DSL. See Restrictive Interventions, Including the use of reasonable force for full details.

Student Support

We recognise that behaviour is often a form of communication and students that display negative behaviours or interactions can benefit from support alongside consequences to modify behaviours and find more appropriate ways to communicate their needs. We also recognise that victims of poor behaviour choices may need continued support. We have a Pastoral Team within the college that offers this support alongside the academic team to cater for the holistic needs and development of all. The pastoral care encapsulates the support offered from all staff and is overseen by the Director of Safeguarding and Pastoral Care who may look at an individual plan of support. We have staff trained in Mental Health First Aid and a full time counselling service available onsite, this can be accessed through speaking to a member of the Pastoral Team.

Banned Items

A list of banned and prohibited items can be found in the Search & Confiscation Policy.



Boarding Behaviour Addendum 2026/27

The College recognises that its responsibilities for the behaviour and welfare of boarders extend beyond the formal school day. Expectations apply, where appropriate, to behaviour within boarding accommodation, during social and recreational time, on College trips and activities, when travelling under College supervision, and to online behaviour which affects the safety or welfare of members of the College community.

In managing behaviour in boarding, staff will consider the individual circumstances and needs of the student, including SEND, disability, age, maturity, cultural and linguistic factors and any known safeguarding or welfare needs. Reasonable adjustments will be made where required.

The College takes active steps to prevent and respond to bullying, child-on-child abuse, sexual harassment, harmful sexual behaviour and other behaviour which may place a boarder at risk. Where such concerns arise, safeguarding procedures will be followed alongside any appropriate disciplinary response.

Any search, confiscation, use of reasonable force or restrictive intervention involving a boarder will be carried out in accordance with the relevant College policy and current statutory or DfE guidance.

In addition to the policies outlined in the college behaviour policy, we also implement additional policies and procedures in boarding, including:

- Missing Student Policy
- Pastoral care in boarding

Expectations for Boarders

- Boarders are expected to treat fellow students, staff and property with respect at all times.
- Students must follow boarding routines, including room checks, sign-in/out procedures and curfews, which are designed to keep everyone safe.
- Bedrooms should be kept tidy and communal areas respected to maintain a positive and comfortable living environment.
- Behaviour online, during trips, and in social times is subject to the same standards as in the day school.

Boarding at RIC is about more than just where our students live; it's about living, learning and growing together in a safe, friendly and supportive environment.



There is always someone available if any of our students need support or just want to talk. We're here to help our students succeed, explore new opportunities and enjoy every step along the way.

Boarding Principles:

- Our aim in the boarding is to ensure that all students are well supported to live in an international environment where the informality of a College is combined with supervision appropriate to the age of the students. We understand that our boarding students are often far away from home and our aim is to ensure that they:
 - Live and learn in a safe and secure environment
 - Thrive in a caring atmosphere
 - Have clean and comfortable accommodation
 - Are well fed
 - Are able to talk to a member of staff or an independent contact about any issue or concern
 - Receive as much attention as they need
 - Are happy and well looked after
 - Have the opportunity to express their wishes
 - Are respected

Rewards and Sanctions in Boarding

- Positive contributions to the boarding community (helping others, taking responsibility, showing kindness) will be recognised and celebrated by Houseparents and recorded on Orah. 'Shoutouts' are sent home to allow for parents and guardians to also share in successes.
- Where behaviour is not in line with our expectations, boarding staff will use restorative approaches to repair relationships and reflect on choices. Consequences may include loss of free time, additional duties to give back to the community, or restricted privileges.
- Persistent breaches (such as repeatedly missing check-in times or leaving rooms untidy) will be escalated to the Head of Boarding and may result in behaviour contracts or further action under the College's disciplinary procedures.
- Any significant behaviour concerns will be managed in line with the disciplinary procedure in conjunction with the key members of staff in the day school. This allows for students to be considered holistically.
- Where deemed in the student's best interests, the College may hold a student's mobile phone or electrical devices overnight, alongside informing and involving parents or carers.



Support for Boarders

- Behaviour is understood as a form of communication; students who require additional support may be supported through pastoral check-ins, counselling or an individual support plan within the college or referred to external support services where appropriate,
- Boarders are reminded that they can speak with any member of the boarding team, the Independent Listener or the Safeguarding Team if they have worries or concerns.
- Support may be short-term to address immediate needs, or longer-term if required for a student's wellbeing.

Safeguarding and Record-Keeping

- All significant behavioural incidents in boarding are recorded on Orah and shared, where appropriate, with Directors of Study and the Safeguarding Team.
- Staff will ensure patterns are monitored so early intervention can be provided.
- Any behaviour raising safeguarding concerns will be escalated in line with the Safeguarding and Child Protection Policy.
- Records of major sanctions and any use of reasonable force or restrictive intervention will be maintained and reviewed in accordance with the National Minimum Standards for Boarding Schools.

Partnership with Parents

- The College values the close partnership between boarding staff and parents/carers. Parents will be kept informed of positive achievements as well as any concerns, and their input will be sought where behaviour interventions are required.

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January 2024	KS	KF	January 2024
September 2024	KS	KF	September 2024
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