

Student Behaviour Management Policy

Staff reviewer:	Scrutinised by link Governor:	Date signed off at Committee:	Date approved at Board:	Next review date:
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1 Purpose

The unique nature and culture of EMS is such that incidents traditionally classed as misbehaviour are not expected to occur frequently. One of the school's core principles is that of collaborative working between students and staff, forming positive working relationships which are founded in mutual respect. The aim is to maintain an atmosphere more akin to working among colleagues than a traditional teacher-student dynamic. The induction period is used to set the tone and expectations of a high level of student ownership. Students are consulted on decisions and take an active role in influencing the learning environment.

This policy outlines the procedures for managing behaviour and academic underperformance and those that are to be used when it is considered that student misconduct has occurred.

2 Definitions

The following terms are used in this policy. The examples are not exhaustive but are meant to be a guide:

Level of concern	Definition	Academic Example	Behaviour Example	Pastoral Example
Minor	Short-term, low-level issues with minimal impact. Usually managed informally by staff and not expected to recur if addressed early.	3 missed pieces of homework. Disengaged in a lesson.	Off-task or disengaged in lessons. Mild inappropriate language. Repeatedly late to class.	Low mood or friendship fallout. Minor misuse of equipment.
Substantial	Issues that persist over time or have a notable impact on learning or wellbeing. Requires formal monitoring and recorded interventions.	Regularly missing homework or poor assessment results. Refusal to engage with academic support.	Repeated disruption in lessons. Poor attendance. Persistent refusal to follow instructions.	Ongoing anxiety restricting activities. Self-harm concerns. May require referral to external support/medical practitioner.
Serious	Behaviour that places the student or others at significant risk, or which causes serious disruption to learning or school life. These behaviours require urgent intervention and may escalate to Gross Misconduct if not resolved.	No homework submitted and the problem persists despite interventions, concern is escalated in line with the Progress, Tracking and Intervention policy. Persistent refusal to engage in lessons despite support.	Aggressive or intimidating behaviour towards staff or students. Deliberate damage to school property. Bringing prohibited items (e.g., vapes, fireworks).	Serious safeguarding concerns (e.g., unsafe online behaviour). Ongoing risky behaviour affecting health or well-being.
Gross Misconduct	Severe breaches of school rules that pose a serious risk to the safety, wellbeing, or integrity of the school community.	Deliberate cheating in high-stakes assessments (e.g., plagiarism, exam malpractice).	Distribution or use of illegal drugs or alcohol on school premises. Serious bullying, harassment, or hate-related	Gross Misconduct safeguarding breach (e.g., sharing explicit material). Criminal activity on or off site

	These behaviours are so serious they may lead to immediate suspension or permanent exclusion.		incidents (including online). Significant deliberate damage to property (e.g., arson, vandalism).	that affects the school community
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The term school premises refers to:

- Rougemont House.
- Exeter College Buildings and Grounds.
- University of Exeter Grounds.
- School boarding accommodation.
- Homestay accommodation.

Students will also be considered “on school premises” during educational visits, including residential.

Our School management information system (MIS) is Bromcom and student concerns are logged on CPOMS.

3 Policy

Staff are expected to support students as they make the transition to young adults, remaining mindful of the pressures and expectations of students as they interact with them. Honesty, respect, and endeavour will be publicly recognised and valued.

Teachers are expected to treat students with respect and the same is expected in return.

EMS staff use a range of positive behaviour management strategies. Rewards and praise are regularly and consistently used to motivate students and promote desired behaviours. The content of lessons is continually reviewed to ensure it is suitably challenging and motivating. Tutors meet regularly with their tutees to track progress and reinforce positive behaviours.

There is no formal reward system such as house-points or certificates of commendation. This is due to consultation with students and staff in keeping with the school’s collaborative, student-centred ethos. The students did not perceive the need. The absence of a formal praise reward structure is reviewed along with this policy.

Positive behaviours and progress with social skills are recorded on CPOMS for tutor reference and praise.

There are three escalating stages:

Minor Issues

Substantial Issues

Serious Issues

The Assistant Headteacher (Academic) is responsible for Academic concerns and the Assistant Headteacher (Pastoral) is responsible for all Behaviour and Pastoral concerns and all areas of Gross Misconduct.

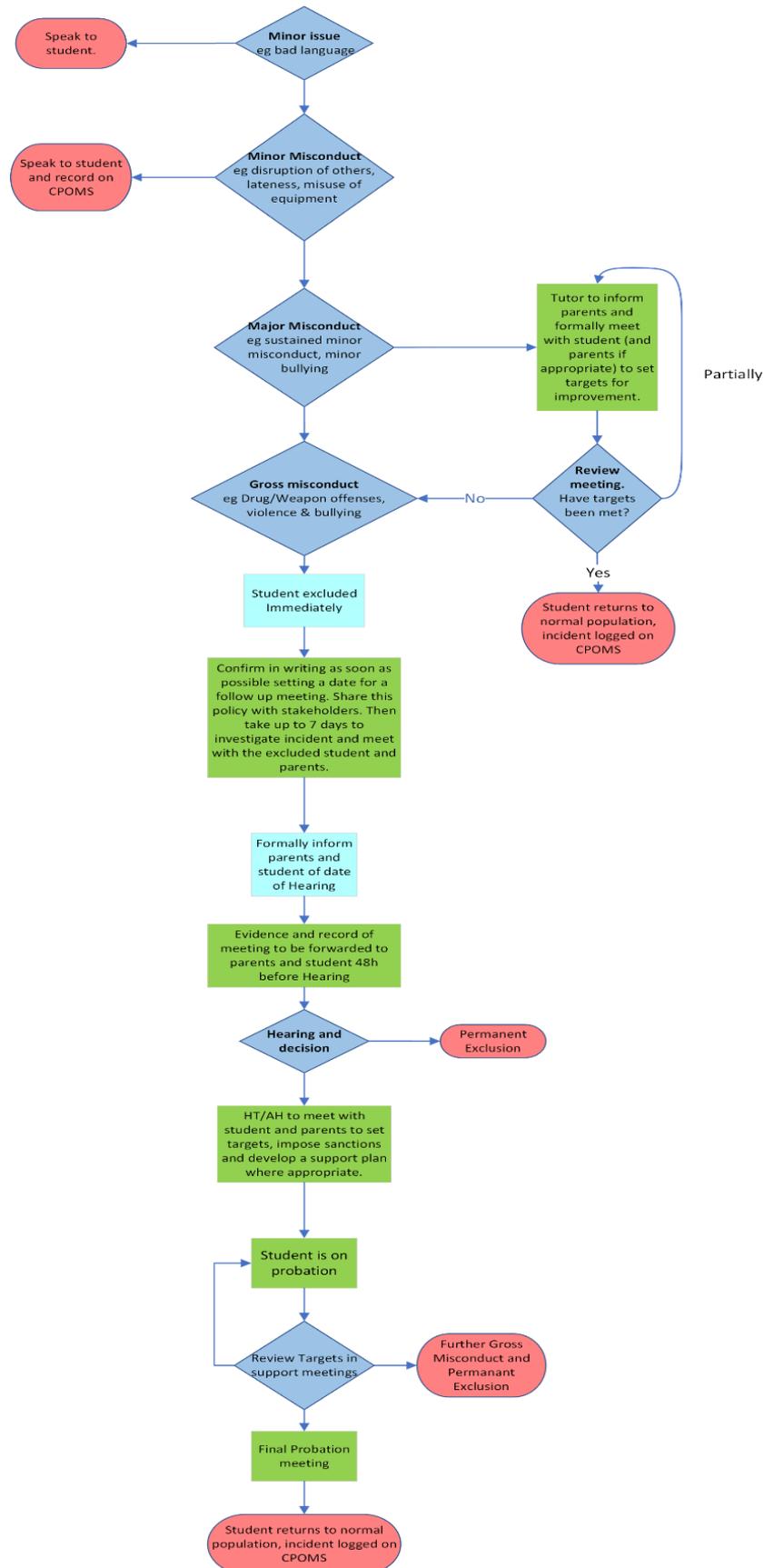
In addition, there exists a Gross Misconduct Process to which extreme cases may be escalated. It also applies to serious offences that are not part of an escalation process – e.g. bringing illegal substances on site.

At the Minor level, the student's teacher or the observing member of staff will lead the process. At the Substantial level, the Tutor will lead with support from the Assistant Headteacher and parents/carers and senior staff may become involved. At the Serious and Gross Misconduct stages, parents/carers and senior staff will be involved immediately.

In extreme cases of Gross Misconduct, the Assistant Headteacher (Pastoral) or Headteacher may permanently exclude the student immediately and refuse further entry to the school at any point in the future. If the decision is made not to permanently exclude, the student will be supported in line with the standard Gross Misconduct procedure.

4 Implementation

The Process to be followed is as below:



Minor Issues

The member of staff, on becoming aware of an issue, should:

1. Talk to the student to discuss the issue.
2. Set informal targets.
3. Identify any support needed to enable the student to meet their targets.

Example: A teacher hears a student use mildly inappropriate language. The teacher explains why the language is not acceptable, asks the student to modify their language, and offers support (e.g., a reminder when the student becomes excitable).

Substantial Concern Process

The member of staff noticing an emerging issue will log the concern on CPOMS. The tutor, with support from the Pastoral Team if required, will then:

1. Meet with the student (and parents if appropriate) to discuss the ongoing issues.
2. Review any targets previously set and establish new targets.
3. Identify any support needed to enable the student to meet their targets.
4. Set a two-week deadline for improvement and for targets to be met.
5. Record the issues, targets and date for improvement on CPOMS and provide a copy for the student.
6. Inform subject teachers.
7. After two weeks, meet with the student to review progress – record the review on CPOMS.

If the student makes progress, the tutor may end the process or extend it for a further two weeks of monitoring. If there is no progress, or if new concerns arise, the tutor will escalate the case to the Serious Concern Process.

Serious Concern Process

A student will be on this process if they fail to meet targets for improvement set in the substantial stages or if the student's behaviour meets the threshold of serious concern (see table), etc.

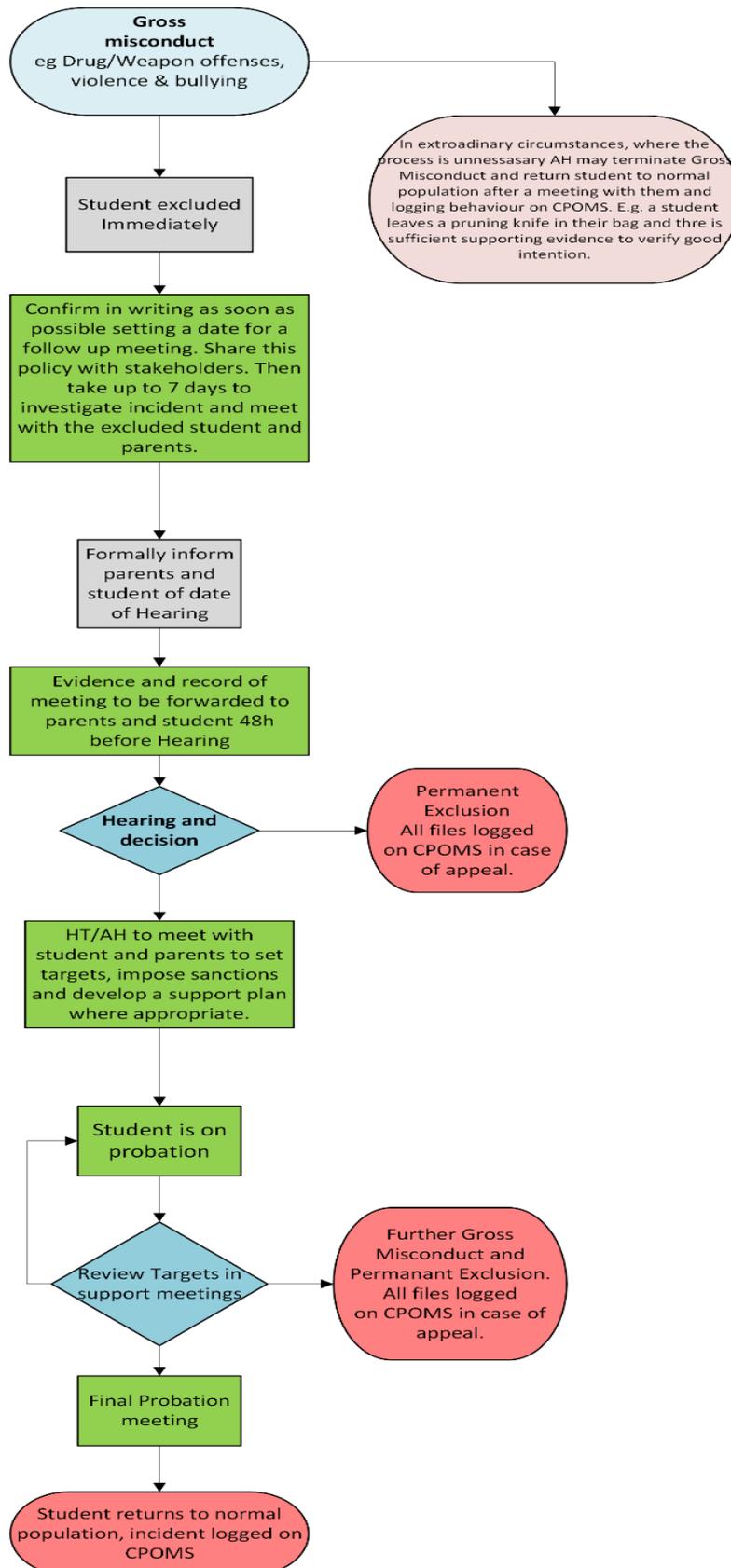
The Assistant Headteacher (Pastoral) will then:

- Meet with the student and invite parents/carers to attend.
- Review previous interventions and explain why the behaviour is serious.
- Set clear targets and a timescale (normally two weeks), with support agreed.
- Record the minutes of the meeting and plan on CPOMS and inform tutors and the relevant staff.
- Assistant Headteacher (Pastoral) and student will have weekly meetings to monitor and review progress.

At review, if progress is made, the student may return to tutor-level monitoring. If not, concerns will be escalated to Gross Misconduct.

Gross Misconduct Process

Only serious failure to meet targets at the Serious stage, an incident of Gross Misconduct or extreme breaches will lead to this process.



1 – The Assistant Headteacher’s decision:

- 1.1 As soon as possible after the reporting of an incident which meets the criteria of Gross Misconduct, the Assistant Headteacher (Pastoral) will review the evidence and may suspend the student, pending further investigation.
- 1.2 In extreme instances, for example if a student poses a serious threat to the life and wellbeing of others in the community, a student may be immediately permanently excluded. The permanent exclusion is subject to an appeal to the Headteacher. This must be received within seven working days of the Assistant Headteacher issuing the permanent exclusion. The notification will be sent by email to the address recorded on the school’s system. It will be deemed as received simultaneously to it being sent. A paper copy will follow by post.
- 1.3 If suspension is warranted, the Assistant Headteacher (Pastoral) will decide upon the precise terms of the suspension and will advise the student, and their parents/carers. They will complete a Gross Misconduct form to be held on the student’s record.
- 1.4 Within seven days of the suspension the Assistant Headteacher (Pastoral) will write to the student and their parent/carer confirming the suspension and related terms.
 - 1.4.1 At this time, they will arrange to meet for the purpose of explaining the nature of the allegation to the student and parent/carer.
 - 1.4.2 The Assistant Headteacher (Pastoral) will also give notification of the date, time and venue of the Hearing to determine the outcome of the investigation into the allegation. These arrangements will be confirmed in writing to the students and their parents/carers and information explaining to the student their rights will be contained within the letter. The Hearing should be fixed for a date as soon as practicable.
- 1.5 No later than 48 hours before the date fixed for the Hearing, the Assistant Headteacher (Pastoral) should forward to the student and any other person to whom notice has been given, copies of the evidence that the school intends to produce at the Hearing.
- 1.6 Vulnerable students are entitled to be supported as necessary at any stage of the procedure.

2 Parental meetings and The Hearing

- 2.1 At the Hearing the case for the school will be presented by the Assistant Headteacher (Pastoral). The case for the student may be presented by the student or by someone appointed by the student for this purpose. Both the Assistant Headteacher (Pastoral) and the student may call witnesses and ask questions of all witnesses. They may produce written evidence and make oral statements.
- 2.2 The student will have the right to be accompanied by a friend (which may be a parent/carer etc.). The Assistant Headteacher (Pastoral) also has the right to have someone else present at the Hearing.
- 2.3 Within seven days of the Hearing, the Headteacher will write to the student and the carers advising of their decision and giving details of reasons for that decision. The letter to the student must advise the student of their right to appeal.
- 2.4 The appeal is to be made to the Headteacher, in writing, and within seven days. All appeals will be passed onto an appeals Committee drawn from the school’s governing body as per the school’s complaints policy.

2.5 In cases where a student is permanently excluded, a copy of this procedure will be sent by email to the student's and the parent/carer's email address recorded on the school's records, and a paper copy will follow by post. Note that it is the responsibility of the parents/responsible adult to ensure any changes in addresses, email or postal, are notified to the school.

3 Rehabilitation

3.1 The Assistant Headteacher (Pastoral), in conjunction with the student (and parent/carers if appropriate) will set suitable targets and a schedule of monitoring meetings to support the student in their returning to expected patterns of behaviour. All meetings will be logged.

3.2 Meeting or exceeding these targets will end the sequence of meetings; however, all details will remain on the student's record.

3.3 A failure to make any progress towards these targets may result in permanent exclusion without further hearings. In this outcome parents/carers and the student will be notified in writing, and they may appeal to the Headteacher.

5 Associated Documentation

Student Code of Conduct

Online Safety Policy

Anti-Bullying policy

Substance Misuse Policy

Child Protection and Safeguarding Policy

SEND Policy

Supporting Students with Medical Conditions Policy

6 Monitoring, Review and Evaluation

This policy will be reviewed on an annual basis. It will be the responsibility of the Assistant Headteacher (Pastoral), in consultation with the Headteacher to review this policy.

7 Equality Analysis

The following equality analysis section should be completed by the policy holder as part of every policy review and carries the same date as the main policy. EAs are particularly helpful in revealing any unintended, indirect discrimination.

Under the Equality Act (2010) we have a duty to;

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We need to consider each protected characteristic individually and in combination. The interaction of different layers of characteristics is called intersectionality. This recognises that the barriers for each group are not homogenous and instead are a combination of layers of identity interacting. For further detail or to support the completion of the following, please see our equality and diversity policy.

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| <p>1. Evidence considered <i>What data or other information have you used to evaluate if this proposal is likely to have a positive or an adverse impact upon protected groups when implemented? Where were information gaps, and what steps can you take to remedy these gaps? Can the Bromcom Dashboard (student counts) provide any insight into which protected characteristics are likely to be affected by the changes?</i></p> |
| <p>2. Consultation. <i>How have you consulted staff and student communities and representatives including those from protected groups? What were their views? Who else has been consulted in this proposal?</i></p> |
| <p>3. Promoting equality. <i>Does this policy have a positive impact on equality? What evidence is there to support this? Could it do more?</i></p> |

4. Identifying the impact of policies

Identify any issues in the document which could have an adverse impact on any people who are protected by the Equality Act 2010. The protected characteristics are:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

Issue Assessed <i>E.g. policy section or practice.</i>	Protected Group	Impact and Evidence <i>What are the possible impacts on people from the protected groups above, and explain how you have made that assessment. Are these impacts positive or negative?</i>	Justification <i>Can the issue be justified for academic or business reasons? Please explain.</i>	Proposed Action/Timeline <i>If this has a negative impact, what will you do to reduce, minimise or eliminate negative impact? If this has a positive impact, how will you promote, develop or utilise this opportunity?</i>	Person responsible for action(s)
Whole policy	SEND students	We ensure that students with SEND are not at risk of unfair exclusions. We will make reasonable adjustments for example, use of a behaviour support plan, differentiated expectations, additional mentoring.	Preventing unfair exclusions	-	-

5. Monitoring *How will you monitor the actual impact that your proposal has had following its implementation? When will you do this?*

Exclusions and other misconduct processes will be examined for their impact and judged carefully as to the appropriateness of any punitive actions

6. Summary *Summarise the outcome of this Equality Assessment, and state any actions you will be taking as a result.*

None