



The Peterborough School

Behaviour Policy

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1 Aims

- 1.1 This is the behaviour and discipline policy of the Peterborough School (**School**).
- 1.2 The aims of this policy are as follows:
 - 1.2.1 To create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential;
 - 1.2.2 to create, promote and maintain high standards of behaviour amongst pupils;
 - 1.2.3 to actively promote and safeguard the welfare of pupils at the School and to protect all who come into contact with the School from harm;
 - 1.2.4 to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the School community;
 - 1.2.5 to set out a clear and fair process for the proper investigation of allegations of poor behaviour and / or breaches of discipline;
 - 1.2.6 to encourage pupils to accept responsibility for their behaviour;
 - 1.2.7 to consider how negative behaviours can be prevented or prevented from recurring;
 - 1.2.8 to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
 - 1.2.9 to set out the sanctions available to the School in the event of pupil misbehaviour;
 - 1.2.10 to help to promote a whole school culture of safety, equality, inclusion and protection.
- 1.3 This policy forms part of the School's whole school approach to promoting child safeguarding and well-being, which seeks to involve everyone at the School to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.
- 1.4 Although this policy is necessarily detailed, it is important to the School that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

2 Scope and application

- 2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).
- 2.2 This policy (together with the School's Code of Conduct and all School policies on behaviour and discipline) applies to all pupils at the School and at all times when a pupil is:
 - 2.2.1 in or at School (to include any period of remote provision);
 - 2.2.2 representing the School or wearing School uniform;
 - 2.2.3 travelling to or from School;



- 2.2.4 on School-organised trips; or
- 2.2.5 associated with the School at any time.
- 2.3 This policy shall also apply to pupils at all times and places including out of school hours and off-school premises in circumstances where failing to apply this policy may:
 - 2.3.1 affect the health, safety or well-being of a member of the School community or a member of the public;
 - 2.3.2 have repercussions for the orderly running of the School; or
 - 2.3.3 bring the School into disrepute.

3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2023);
 - 3.1.3 Education and Skills Act 2008;
 - 3.1.4 Childcare Act 2006;
 - 3.1.5 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
 - 3.1.6 Human Rights Act 1998; and
 - 3.1.7 Equality Act 2010.
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 **Keeping children safe in education 2022** (DfE, updated September 2023) (**KCSIE**);
 - 3.2.2 **Working together to safeguard children 2018** (DfE, updated in July 2022);
 - 3.2.3 **Information sharing advice for safeguarding practitioners** (HM Government, July 2018);
 - 3.2.4 **Behaviour in schools: advice for headteachers and school staff** (DfE, September 2022);
 - 3.2.5 **Use of reasonable force** (DfE, July 2013);
 - 3.2.6 **Searching, screening and confiscation: advice for schools** (DfE, September 2022);
 - 3.2.7 **Sharing nudes and semi-nudes: advice for education settings working with children and young people** (UKCIS, December 2020);
 - 3.2.8 **Mental health and behaviour in schools** (DfE, November 2018);
 - 3.2.9 **Equality Act 2010: advice for schools** (DfE, June 2018);
 - 3.2.10 **Police and Criminal Evidence Act 1984 and Code of Practice PACE Code C 2019**;
 - 3.2.11 **Guidance for appropriate adults** (Home Office, April 2003); and



3.2.12 **Relationships education, relationships and sex education and health education** (DfE, September 2021).

3.3 The following School policies, procedures and resource materials are relevant to this policy:

3.3.1 Anti-bullying policy;

3.3.2 Alcohol, drugs and smoking policy;

3.3.3 Online safety and acceptable use policy (pupils);

3.3.4 Safeguarding and child protection policy and procedures;

3.3.5 Risk assessment policy;

3.3.6 SENDA policy;

3.3.7 Permanent exclusion and removal: review procedure;

3.3.8 Staff code of conduct;

3.3.9 School Code of Conduct;

3.3.10 PSHE and Relationships and sex education policy (Preparatory School); and

3.3.11 PSHE and Relationships and sex education policy (Senior School).

4 **Publication and availability**

4.1 This policy is published on the School website.

4.2 This policy is available in hard copy on request.

4.3 A copy of the policy is available for inspection from the School during the School day.

4.4 This policy can be made available in large print or other accessible format if required.

5 **Definitions**

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to the **Governing Body** are references to the proprietor of the School.

5.1.2 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening School holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.

5.1.3 References to the **Headmaster** may include the Deputy Head.

5.1.4 References to **Parent** or **Parents** includes one or both of the parents, or those with parental responsibility, or care of a child e.g. legal guardian or education guardian. Communications or instructions from one of the Parents, or any person with parental responsibility, shall be deemed by the School to be received from both Parents unless there is clear evidence of a contrary view. This requirement does not



apply to the giving of notice for cancellation of a place or the withdrawal of a pupil from the School. The persons required to consent or give notice of cancellation or withdrawal are set out in the parent contract.

- 5.1.5 References to a **Review** are to the review by a panel of the Headmaster's decision in accordance with the permanent exclusion and removal: review procedure.

6 Responsibility statement and allocation of tasks

- 6.1 The Governing Body has overall responsibility for all matters which are the subject of this policy.
- 6.2 In discharging of its responsibilities under this policy, the Governing Body expects school leaders and staff to undertake the following roles:
- 6.3 School leaders will:
- 6.3.1 be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour, culture and an environment where everyone feels safe and supported;
 - 6.3.2 play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
 - 6.3.3 make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
 - 6.3.4 consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy;
 - 6.3.5 ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupil's behaviour; and
 - 6.3.6 encourage engagement with experts e.g., education psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.
- 6.4 School staff will:
- 6.4.1 play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;
 - 6.4.2 uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this policy, so pupils can see examples of good habits and confident to ask for help when needed;
 - 6.4.3 challenge pupils to meet the school expectations and maintain boundaries of acceptable conduct;
 - 6.4.4 communicate school expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils; and



6.4.5 consider the impact of their own behaviour on school culture and how they can uphold the School's Code of Conduct and expectations in addition to those set out in the staff code of conducts.

6.5 In order to achieve this, the Governing Body has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Deputy Headmaster	As required, and at least annually
Reviewing induction and ongoing training for staff	Deputy Headmaster	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Deputy Headmaster	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Deputy Headmaster and Head of Preparatory School	As required, and at least annually
Formal annual review including effectiveness of policy and procedures in promoting good behaviour and review of patterns and trends relating to disciplinary measures taken	Headmaster	Annually

7 Promoting high standards of behaviour

- 7.1 Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE, relationships education / relationships and sex education programme(s) and the School's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of the School rules, good habits and routines).
- 7.2 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 2.
- 7.3 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.



- 7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.
- 7.5 Responding to unacceptable behaviour
- 7.5.1 When a member of school staff becomes aware of unacceptable behaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with the School's Behaviour Policy.
- 7.5.2 The first priority will be to ensure the safety of pupils and de-escalation techniques can be used to prevent further behaviour issues arising.
- 7.5.3 The School recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.
- 7.6 The School adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the School at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.
- 7.7 The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School's Code of Conduct and policies for behaviour and discipline.

8 **Minor breaches of discipline**

- 8.1 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes (see Appendix 2 for details of possible sanctions).
- 8.2 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.
- 8.3 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied, or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole.

9 **Serious breaches of discipline**

- 9.1 Allegations, complaints or rumours of serious breaches of discipline in the Preparatory School should be referred to the Senior Teacher or the Key Stage Leader in the Preparatory School which is then reported to the Head of Preparatory School or the Headmaster as appropriate.
- 9.2 Allegations, complaints or rumours of serious breaches of discipline in the Senior School should be referred to the Head of Key Stage, or member of the Senior Leadership Team in the Senior School which is then reported to the Headmaster as appropriate.



- 9.3 The main categories of misconduct which are likely to be considered to be serious breaches of discipline and which may therefore result in permanent exclusion or a requirement to leave the School include but are not limited to:
- 9.3.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the School policy on smoking, drugs and substances;
 - 9.3.2 actual or attempted theft, blackmail, intimidation, cyber-based bullying, prejudice-based bullying, discriminatory-based bullying or other potentially criminal offences including being an accessory or conspirator;
 - 9.3.3 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);
 - 9.3.4 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");
 - 9.3.5 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
 - 9.3.6 abuse in intimate personal relationships between peers (teenage relationship abuse);
 - 9.3.7 sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour (see also Appendix 3 of the Safeguarding and Child Protection Policy);
 - 9.3.8 consensual and non-consensual sharing of nudes and semi-nude images and / or videos;
 - 9.3.9 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
 - 9.3.10 supply or possession of pornography;
 - 9.3.11 behaviour which may constitute a criminal offence, such as:
 - (a) possession or use of firearms, knives or other weapons;
 - (b) vandalism, defacement and / or destruction of school property;
 - 9.3.12 persistent minor breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos;
 - 9.3.13 other misconduct which affects the welfare of a member or members of the School community, or which brings the School into disrepute (single or repeated episodes); and
 - 9.3.14 other misconduct specifically provided for in the School's parent contract and the School's Code of Conduct.



- 9.4 Sanctions for serious breaches of discipline include:
- 9.4.1 **Suspension:** a pupil may be sent or released home for a limited period as a disciplinary sanction.
- 9.4.2 **Removal:** the Parents may be required to remove a pupil from the School if, after consultation with one or more of the Parents and if appropriate the pupil, the Headmaster is of the opinion that:
- (a) the pupil has committed a breach or breaches of the School's Code of Conduct or discipline for which removal is the appropriate sanction; or
 - (b) by reason of the pupil's conduct or behaviour, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School; or
 - (c) one or more of the Parents have treated the School or members of its staff or any member of the School community unreasonably.
- In these circumstances and at the sole discretion of the Headmaster the Parents may be permitted to withdraw the pupil as an alternative to removal being required.
- 9.4.3 **Permanent Exclusion:** a pupil may be excluded from the School permanently for a serious breach of discipline as defined in 9.3, suspected, criminal offences and for the avoidance of doubt, for persistent lower level breaches.
- 9.5 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in [Appendix 3](#).
- 9.6 Complainants will be taken seriously, and the School will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the School. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.
- 9.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting will be held in accordance with the procedures set out in [Appendix 4](#).
- 9.8 The School will act fairly and in accordance with the principles of natural justice and will ensure that where a pupil's place at the School is at risk, the Parents and the pupil are provided with sufficient information about the allegations to understand them and the factual findings made in the investigation; and will have an opportunity to make representations about:
- 9.8.1 the factual findings made;
 - 9.8.2 whether or not they constitute serious misconduct; and
 - 9.8.3 the sanctions under consideration.
- 9.9 Sanctions imposed will be fair and proportionate to the breach.
- 9.10 If a pupil is withdrawn from the School before the conclusion of disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the pupil and the Parents if necessary, and to make appropriate findings. The School reserves the right to



report these findings to regulators and / or local authorities / police and / or refer to disciplinary procedures and findings in references provided for the pupil.

10 Intervention, support and reintegration

- 10.1 The School will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The School has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.
- 10.2 The range of intervention strategies that the School may put in place include as appropriate, but are not limited to:
- 10.2.1 frequent and open engagement with parents;
 - 10.2.2 providing mentoring and coaching;
 - 10.2.3 short-term behaviour report cards or longer-term behaviour plans; and
 - 10.2.4 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.]
- 10.3 Where the School has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and/or whether a multi-agency assessment is appropriate.
- 10.4 Following a sanction, the School will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the School. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.
- 10.5 The School will consider and apply appropriate strategies for the reintegration of a pupil, for example, following removal from the classroom, or suspension.

11 The role of Parents

- 11.1 The School seeks to work in partnership with Parents over matters of discipline, and it is part of the Parents' obligations to the School to support the School conventions and rules and this policy.
- 11.2 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct but may be prevented from doing so immediately e.g., by the police if they are involved.
- 11.3 All Parents will be notified of any pending disciplinary hearing in accordance with paragraph 9.8.
- 11.4 Parents will be notified of disciplinary sanctions:
- 11.4.1 imposed for significant minor breaches of discipline (i.e., gating or more serious sanctions or persistent minor breaches such as demerits); and those
 - 11.4.2 imposed for serious breaches of discipline and any rights of review;



as required and / or within School reports.

- 11.5 Parents will be consulted about the child's conduct and the application of this policy to their child where the School considers, in its professional judgement, that these give rise to significant concern about pupil welfare.

12 The role of pupils

- 12.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards. Pupils will be taught they have a duty to follow the school behaviour policy and uphold the School's Code of Conduct and should contribute to the school culture.
- 12.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

13 Additional needs

- 13.1 In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the School will have regard to the following:
- 13.1.1 whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;
 - 13.1.2 whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;
 - 13.1.3 whether in the light of conclusions reached in respect of 13.1.1 and 13.1.2, the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include:
 - (a) ensuring that education, benefits, facilities and services are targeted at those who most need them;
 - (b) the fair exercise of powers;
 - (c) ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the School's safeguarding and child protection policy and procedures);
 - (d) maintaining academic and behaviour standards; and
 - (e) ensuring the well-being and dignity of pupils.
- 13.2 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Head of Individual Learning and further action in accordance with the School's SENDA policy will be considered.



14 Safeguarding and child-on-child abuse

- 14.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero-tolerance approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:
- 14.1.1 bullying (including cyber-bullying, prejudice-based and discriminatory-based bullying);
 - 14.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);
 - 14.1.3 sexual violence and / or sexual harassment (which may include an online element which encourages sexual violence);
 - 14.1.4 causing somebody to engage in sexual activity without consent;
 - 14.1.5 upskirting and / or attempts to commit upskirting;
 - 14.1.6 consensual and non-consensual sharing nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery); and
 - 14.1.7 initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 14.2 Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.
- 14.3 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 14.4 In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to child-on-child abuse are set out in child School's safeguarding and child protection policy and procedures. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the Designated Safeguarding Lead (or a deputy) should take a leading role in decision making and the procedures in the safeguarding and child protection policy and procedures will take priority).



15 Malicious allegations

- 15.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Headmaster will also consider whether to take disciplinary action against the pupil in accordance with this policy.
- 15.2 Where a Parent has made a deliberately invented or malicious allegation, the Headmaster will consider whether to require that Parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.
- 15.3 The School will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

16 Use of reasonable force

- 16.1 Corporal punishment is not used at the School and force must never be used as a form of punishment.
- 16.2 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in [Appendix 5](#). More detailed guidance about the use of reasonable force is provided to staff in the Staff Code of Conduct.

17 Searching pupils

- 17.1 School staff may search a pupil or their possessions for any item if the pupil agrees.¹ If a member of staff suspects that a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.
- 17.2 If a pupil refuses to co-operate with a search the Headmaster, and staff authorised by the Headmaster, may use reasonable force to search a pupil or a pupils' possessions, where they have reasonable grounds for suspecting that a pupil has a certain type of "prohibited item" in their possession. Please see [Appendix 6](#) for the School's policy on searching and confiscation and the definition of "prohibited items" for which force may be used.

18 Disciplinary power of Sixth Form Prefects

- 18.1 If Sixth Form Prefect witnesses a behaviour incident, s/he should be able to refer the matter to the Form Tutor of the pupil via the Director of Sixth Form. Prefects are not permitted to issue sanctions.

19 Staff training

- 19.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:

¹ The Deputy Headmaster will consider whether the pupil has sufficient age and understanding to be able to agree to the search - it may be difficult to establish this if younger than 10 and parental agreement may be sought.



- 19.1.1 how staff can support pupils in meeting high standards of behaviour;
- 19.1.2 how staff can ensure that this policy and sanctions is applied in a way that is consistent, fair, proportionate and predictable way; and
- 19.1.3 where applicable to reflect the need of particular pupils.
- 19.2 The level and frequency of training depends on the role of the individual member of staff.
- 19.3 The School maintains written records of all staff training.

20 Risk assessment

- 20.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 20.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education Health and care plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 20.3 The Head of Preparatory School or Head of Pastoral Care in the Senior School have responsibility for ensuring that matters which affect pupil welfare are adequately assessed and for ensuring that the plans are implemented, monitored and evaluated as required.
- 20.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Deputy Headmaster who has been properly trained in, and tasked with, carrying out the particular assessment.

21 Record keeping

- 21.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 21.2 The School will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriate skilled staff.
- 21.3 The School will keep a separate record for:
 - 21.3.1 allegations and concerns reported in respect of:
 - (a) sexual harassment or sexual violence
 - (b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / biphobic / transphobic bullying, use of derogatory language and racist incidents
 - 21.3.2 the School will keep a separate record of exclusions and suspensions, pupils taken off roll, incidents of poor behaviour, use of internal isolation and sanctions imposed for serious misbehaviour. The record will include:
 - (a) the name and year group of the pupil concerned;
 - (b) the nature and date of the offence;



- (c) the sanction imposed and reason for it; and
 - (d) the name of the person imposing the sanction.
- 21.4 The School will keep a record of any search by a member of staff for a 'prohibited item' and all searches conducted by police officers. This will be recorded in the School's safeguarding reporting system.
- 21.5 This record is reviewed regularly by the Head of Preparatory School and Deputy Headmaster so that patterns in behaviour can be identified and managed appropriately. This will also help if / when responding to any complaints about the way a case has been handled by the School.
- 21.6 The records created in accordance with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.



Appendix 1 School Code of Conduct

- 1 The School is a community and as such we expect every member to behave in a way that others feel valued and respected. The School seeks to create a happy and purposeful atmosphere within the context of its small and friendly environment so that good discipline is implicit in everything we do and say. All pupils are expected to conform to the spirit and letter of the Code of Conduct: encouragement to do this is provided in the classroom, in physical education, in all extra-curricular activities, in Assemblies, Chapel services, PSHEE workshops, at meal times and during breaks, and through the Tutorial and House systems.
- 2 The School aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward. The Code of Conduct is based around four principles:
 - forming good relationships with peers and adults
 - exercising self-control and good discipline
 - having a positive attitude to learning
 - taking responsibility
- 3 It is not intended that this Code of Conduct should be exhaustive: courtesy, common sense, honesty, and proper consideration for person and property are expected of all pupils. Any conduct or action which falls short of these expectations, or otherwise contravenes good order or the good name of the School or is in breach of the rules and regulations currently in force, will be regarded as an offence against School discipline.
- 4 **General Conduct**
 - 4.1 Life in a community works smoothly and happily if each individual is treated with courtesy and respect. The same rules of consideration for the feelings of others should apply to both adults and pupils.
 - Pupils should behave sensibly at all times and have consideration for others
 - Pupils should remember to uphold the high reputation of the School at all times
 - Pupils should be respectful and courteous to all members of our community
 - Pupils should walk around the School in an orderly manner
- 5 **Conduct to and from School**
 - 5.1 All School rules apply throughout School hours and on the way to and from School or physical education activities, including travelling on School minibuses and other transport. They apply at any time to pupils wearing School uniform, or in any organised School group, or involved in any School or sporting activity, and to pupils out of School during the lunch-hour or at any other time in the School day (including any period of remote provision). They also apply, of course, to pupils travelling to and from School on public transport or associated with the School at any time.



6 Attendance

- 6.1 The proper place for pupils to be on a School day is at School. If pupils are not in School, then they must have a justifiable reason. See the Attendance Policy for full details.
- 6.2 Pupils may not leave School without official permission. This can only be granted if a parental letter has been received and pupils must report to the School Office on departure and return. Sixth Form have a special system and should sign the book outside the School Office on departure and on return. The Director of Sixth Form oversees this.

7 Conduct in Lessons

- 7.1 Good classroom discipline is important because creates a safe learning environment for both pupils and teachers. An undisciplined classroom on the other hand wastes time and energy, robs pupils of a quality education and diminishes a teacher's overall effectiveness. Well-mannered pupils who can work in a disciplined environment will eventually have the opportunity to make significant contributions to their communities.
- 7.2 Pupils are expected to follow the instructions of your teacher at all times.
- 7.2.1 Do arrive at your lesson on time and ready to work, with all the correct equipment
- 7.2.2 Do enter the classroom quietly, sit at your desk and prepare for the lesson to start
- 7.2.3 Do put your hand-up before talking to the teacher unless you are asked
- 7.2.4 Always follow the teacher's instructions the first time they are given
- 7.2.5 Do not talk to each other during lessons unless allowed by the teacher
- 7.2.6 Do not shout out or call across the classroom
- 7.2.7 Do not get out of your seat without permission
- 7.2.8 Do not throw anything in or across the classroom

8 School Uniform

- 8.1 Pupils should take a pride in their appearance. We expect all our pupils to be smartly and sensibly dressed. The School Uniform Guidance sets out further detail and is available in the Parents' Handbook and on the School's website.

9 Care of Valuables

- 9.1 The School provides accommodation for personal property but accepts no responsibility for loss or damage of any kind. Valuable items, such as electronic equipment, and large sums of money should not be brought into School. If unavoidable, they should be handed for safe keeping to the Form Tutor or the School Office. Everyone should look after their possessions and take advantage of



School systems such as lockers, bag rooms and the valuables tin for PE. Please note that the School's insurance policy does not cover pupil items of significant value.

9.2 Pupils must take responsibility for their own musical instruments while in School.

10 School Property

10.1 All School buildings, furniture and equipment must be used with care. Accidental damage must be reported immediately. Wilful damage, including graffiti, will be treated seriously and must be paid for.

10.2 Pupils should respect the School and its buildings. Classrooms and cloakrooms should be kept neat and tidy. Pupils must not damage or deface property.

10.3 No pupil may enter a Laboratory, Food Technology Room, Art and Design Room or Sports Halls, and other areas designated staff only use, without the permission of a member of staff.

11 Alcohol, Drugs and Smoking

11.1 In the interests of health, smoking and the supply, possession and use of alcohol, drugs, and smoking materials, including vapes, are strictly forbidden in and outside of school buildings. Please also refer to the Alcohol, Drugs and Smoking Policy.

12 Aerosols

12.1 To avoid disruption and to avoid impacting on those with respiratory illnesses or allergies, aerosols are not permitted in School. Pupils wishing to use deodorant in School should use a non-aerosol variety.

13 Use of Form Rooms

13.1 Pupils below Year 11 are expected to be out of doors at break and lunch time except in inclement weather. No access will be available to Form Rooms during this time, unless Wet Break is announced. In these circumstances the Form room may be used but is restricted to members of the Form group unless permission is granted by a member of staff.

14 Use of Changing Rooms and Toilets

14.1 Changing rooms (Years 7 – 13) are for changing for an activity and should not be used for another other purpose. It is essential that these are kept clear and tidy.

14.2 Belongings must only be left in the changing room during the time that the activity is taking place. At all other times bags must be stored in the designated form room.

14.3 Items left in the changing room will be placed in lost property. If this happens on a regular basis in the Senior School a Behaviour Mark will be given.

15 Areas Out of Bounds or Restricted

15.1 The following areas are out of bounds to pupils, unless permission is granted by a member of staff:

- the School drive and footpath (except to enter and exit School grounds or to walk to the Sports Hall for organised activities / lessons)



- Forest School (unless directed by a member of staff)
- the area behind the Sports Hall
- staff rooms and toilets
- store rooms, plant rooms and the cellar
- car parks and delivery bays
- the sculpture court
- any maintenance or utility area

16 Use of Facilities Before and After School

16.1 Pupils should ordinarily arrive at School from 8.30am. Pupils arriving before this time are required to remain in the Preparatory School's Pre-care or the Senior Library where pupils are supervised until 8.30am. Pupils should not be in Form Rooms or in other areas of the School before 8.30am. Pupils should leave at the end of the School day unless:

- they are staying for authorised activities such as clubs, rehearsals or physical education activities.
- They have been booked into the School's Aftercare Club, where they are supervised at additional cost to parents (Preparatory pupils).
- They are attending Homework Club in the Computer Suite (Senior pupils).

16.2 Pupils should not be unsupervised in Form Rooms or in other areas of the School after 4.00pm.

17 Eating and Drinking

17.1 Pupils should not walk around the School eating food or drinking.

17.2 Only Senior pupils who are going to organised activities on a particular day should be joining the lunch queue in the Refectory before their Year Group's appointed time. Early lunches are only available if the teacher organising the activity has arranged it with the Refectory.

17.3 Chewing gum is NOT allowed at any time.



Appendix 2 Rewards and sanctions

1 Rewards

1.1 Preparatory School and Senior School

- 1.1.1 Positive praise
- 1.1.2 Stickers / Stamps
- 1.1.3 Displays of excellent work
- 1.1.4 Speaking to parents or sending a message home via email/Teams
- 1.1.5 Achievements highlighted publicly in assemblies
- 1.1.6 Mention in the weekly Download
- 1.1.7 House Points – including Certificates
 - (a) Preparatory: Bronze = 50, Silver = 100, Gold = 150, Platinum = 200, Diamond = 250
 - (b) Senior: Bronze = 15, Silver = 25, Gold = 50, Platinum = 100, Diamond = 150
 - (c) prizes (for the most House Points achieved in each house and each year group every term)
- 1.1.8 A class reward (Preparatory School only)
- 1.1.9 Peterborough + Postcard sent to parents
- 1.1.10 Peterborough + Commendation
- 1.1.11 Head of Preparatory School Commendation
- 1.1.12 Headmaster's Special Commendation.

2 Sanctions (general)

- 2.1 In addition to the particular sanctions set out below in this [Appendix 2](#) the Headmaster may prescribe and authorise the use of such other sanctions by other members of staff as comply with good education practice and promote good behaviour and compliance with the School's Code of Conduct.
- 2.2 Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should at the same time if necessary.
- 2.3 Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.
- 2.4 The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.



- 2.5 In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.
- 2.6 It will also consider any special circumstances relevant to its imposition including;
 - 2.6.1 the pupil's age;
 - 2.6.2 any special educational needs or disability they may have; and
 - 2.6.3 any religious requirements affecting them.

3 Preparatory School Sanctions

- 3.1 Any behavioural incidents of an academic, or any other nature, which occur in the Preparatory School, are usually dealt with by the Form Tutor. This may include strategies such as 'time-out' or completing homework / class tasks during break time. Some behavioural incidents are referred to the Senior Teacher or the Head of Preparatory School.
- 3.2 Pupils in the Preparatory School are encouraged and supported to adhere to the School's Code of Conduct. If pupils do not follow the Code of Conduct, the following behaviour steps are implemented:
 - 3.2.1 **Reception:**
 - (a) Step 1: Verbal Warning
 - (b) Step 2: 2nd Verbal Warning
 - (c) Step 3: Time-out. Name placed on Sad Bear At the start of the day all children are on Happy Bear.
 - 3.2.2 If a child is put on Sad Bear, their parents will be notified. If a child's name is being recorded repeatedly on Sad Bear this will be regarded as persistent poor behaviour (see 3.3 below).
 - 3.2.3 **Year 1:**
 - (a) Step 1: Verbal Warning and name placed on the Sad Face
 - (b) Step 2: 2nd Verbal Warning and name underlined
 - (c) Step 3: Name circled, and their name is recorded in the Behaviour Log At the start of the day all children are on the Happy Face.
 - 3.2.4 If a child's name is recorded in the Behaviour Log, their parents will be notified.
 - 3.2.5 If a child's name is being recorded repeatedly on the Sad Face this will be regarded as persistent poor behaviour (see 3.4 below).
 - 3.2.6 **Year 2 to Year 6:**
 - (a) Step 1: Verbal Warning and name placed on the board
 - (b) Step 2: 2nd Verbal Warning and name underlined



(c) Step 3: Name circled, and their name is recorded in the Behaviour Log.

3.2.7 If a child's name is recorded in the Behaviour Log, their parents will be notified (see 3.3 below).

3.2.8 If a child's name is being recorded repeatedly this will be regarded as persistent poor behaviour (below see below at 3.4).

3.3 Behaviour log

3.3.1 The Behaviour Log is kept in the Preparatory SharePoint site where each Year group has its own page. This is monitored by the Senior Teacher. If a child's name has been recorded on the Behaviour Log, the Senior Teacher will speak to the pupil involved and the Form Teacher will inform their parents. If a child's name is repeatedly recorded in the Behaviour Log this will be regarded as persistent poor behaviour (see 3.4 below).

3.4 Persistent poor behaviour

3.4.1 For persistent poor behaviour, pupils will be issued with a Report Card which monitors their behaviour throughout the day. This is shared with Parents. The Report Card will always be determined by the Senior Teacher and Head of Preparatory School. If there is no improvement in behaviour, this will be considered a serious breach of discipline and the procedure in Appendix 3 will be followed.

3.5 Serious breaches of discipline

3.5.1 There are very few incidents of serious misbehaviour at the School but were any such incident to occur (as set out in paragraph 9.3 of the main body of the policy), the procedure in Appendix 3 will be followed. The Headmaster may ask the Head of Preparatory School to lead any investigation should it be appropriate.

4 Senior School Sanctions

4.1 Pupils are expected to uphold the good reputation of the School at all times. This includes behaviour on activities arranged by the School, such as work experience placements, educational visits and sporting events; behaviour on the way to and from School; and behaviour when wearing school uniform in a public place. Pupils should adhere to the School's Code of Conduct at Appendix 1.

4.2 The responsibility for good behaviour lies collectively with all staff. Teachers should insist on high standards of behaviour in their lessons and around the campus.

4.3 While we place great emphasis on pupils learning clearly and fully the difference between right and wrong, we always seek to defuse difficulties, so that prompt, corrective action can take place, at the lowest possible level, to cause the minimum distress and inconvenience to all involved.

4.4 Instances of poor behaviour in the Senior School should be dealt with in accordance with the guidance table at the end of this section. A Behaviour Mark may be issued for inappropriate behaviour within the classroom at anytime and anywhere on the



School campus, or on any School trip. For example, at break times and lunchtimes, in Chapel, the Refectory or Homework Club. If a Behaviour Mark is issued, the matter will be referred to the Head of Key Stage and the pupil's Form Tutor and parents will be informed in writing.

4.5 Inevitably, there are occasions when discipline has to be enforced more explicitly. Incidents of poor behaviour include when the School's various policies and codes of conduct are breached. In addition to the guidance table below, the following sets out a range of strategies which are adopted by Senior School staff appropriate to the behaviour of the pupil:

4.6 **Academic Concern Procedures in the Senior School**

4.6.1 Teachers should insist on high academic standards in their subject. This includes the following:

- (a) ensuring that pupils bring the correct books/materials/kit to lessons, although some leniency and additional support will be shown to pupils with recognised organisational or pastoral needs and during the first few weeks of a pupil entering the Senior School
- (b) Meeting all independent learning (homework) deadlines
- (c) Submitting class work and independent learning tasks, which are completed to a satisfactory standard
- (d) Ensuring that work completed by a pupil is his / her own work.

4.6.2 If these standards are not met it is the subject teacher's responsibility to deal with the issue individually or departmentally in the first instance, especially with regard to independent learning (homework) being completed.

4.6.3 If pupils have a valid reason for not completing their work on time it is their responsibility to contact their teacher in person or by Teams/email before the start of the next lesson to explain their reasons. The teacher may then give an extension.

4.6.4 Should the issue remain unresolved after individual or departmental sanctions, and taking into account any additional needs of the pupil that may apply (see Section 13 in the main body of the policy), the member of staff should issue a Behaviour Mark; and in these circumstances a letter home will follow.

4.6.5 If a member of staff has concerns about a Sixth Form student's academic work, they should speak to the student and contact their Form Tutor. The Form Tutor will discuss the issue with the student and take appropriate action. If the matter is serious, or repeated, the Form Tutor should refer it to the Director of Sixth Form who will take appropriate action, which may include the use of School sanctions and contacting the parents.

4.7 **Friday Detention in the Senior School**



- 4.7.1 Heads of Key Stage have authority to issue a detention to pupils, including same-day detentions.
 - 4.7.2 This will take place on a weekly basis from 4.05pm until 5.05pm [Location TBD]. Three Behaviour Marks in a year will lead to a Friday Detention supervised by the Heads of Key Stage on a rota basis. Individuals who are to attend Detention will also receive a reminder. Five Behaviour Marks in a year will lead to a second Friday Detention.
 - 4.7.3 The supervising Head of Key Stage is to take a register of pupils attending the Detention. He / she should also ensure that all pupils are adequately supervised and provided with reflection tasks as appropriate.
 - 4.7.4 During Detention pupils may be asked to complete a targeted reflection exercise, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
 - 4.7.5 They may also include advising them to apologise to the relevant person, if appropriate;
 - 4.7.6 The Head of Key Stage will decide whether the pupil should be placed on academic or behaviour report. The Form Tutor will check and sign the Report on a daily basis as will parents. The Head of Key Stage will meet the pupil at the end of the Report period to discuss the Report. If necessary, the pupil's Report period will be extended.
 - 4.7.7 Behaviour Marks and Friday Detentions will appear on the pupil's record and will be communicated to parents in the termly Report. In addition, the Head of Key Stage will write a standard letter home, explaining the sanction.
- 4.8 Deputy Headmaster's Sanction in the Senior School**
- 4.8.1 If a pupil is given a six Behaviour Marks in a year it will result in a Deputy Headmaster's Sanction. This may take the form of a Deputy Headmaster's Detention, which will be led by the Deputy Headmaster and will take place in his office on Friday from 4.05pm until 5.05pm.
 - 4.8.2 The Deputy Headmaster may also apply a difference sanction, including the loss of privileges or school-based community service, such as tidying a classroom.
 - 4.8.3 The Deputy Headmaster will write to parents in advance to inform them of the Detention.
- 5 Uniform**
- 5.1.1 Any sanction may include confiscation of the non-uniform item until the end of the School day (see Appendix 6) The member of staff should confiscate the offending item immediately (if necessary), put it in an envelope or bag as appropriate, labelled with the pupil's name, and send it to the School Office, where the pupil may collect it at the end of School.



- 5.1.2 If a pupil persistently breaches the School's uniform code, they may be asked to undertake scheduled uniform checks by an appropriate member of staff.
- 5.1.3 Breaches of the School uniform code by Sixth Form students should be politely, yet firmly challenged by Teachers. They should ask that students remove any items that infringe the uniform code, if practicable. If this is not practicable (e.g., the removal of non-compliant trousers), they should email the pupil's Form Tutor with details. If a Sixth Form student persists in breaching the uniform code, their Form Tutor will alert the Director of Sixth Form. They will meet with the student and reinforce the School's expectation that they adhere to the uniform code. If they do not do so, the Director of Sixth Form will apply School sanctions and contact the pupil's parents, to ask for their support in this matter.

6 **Serious breaches of discipline**

- 6.1 There are very few incidents of serious misbehaviour in the School but were any such incident to occur (as set out in paragraph 9.3 of the main body of the policy), the procedure in Appendix 3 will be followed.

	Behaviour	1st Offence	2nd Offence	3rd Offence	Notes
	Academic Issue	Teacher Warning/Support	Faculty Intervention	Behaviour Mark	E.g. late submission of Independent Learning (Homework). See the Academic Concern Procedures below. Form tutor to be informed on first warning.
	Breach of basic classroom expectations – see list	Verbal Warning	Warning – name noted	Behaviour Mark	A further infringement after a Behaviour Mark has been issued would result in the pupil being sent out of the lesson ('removal') to the School Office.
	Uniform infringement	Warning	Warning	Behaviour Mark	Unapproved items (e.g. jewellery, hoodie) should be confiscated and handed to the office with the pupil's name and form attached.
	Low level poor behaviour outside of the classroom e.g. jumping the lunch queue, annoyance to other pupils, being in a classroom at lunchtime without permission.	Warning	Warning – name noted	Behaviour Mark	Staff on duty should record the pupil's name in a folder held centrally in the HOKS office.
	Late for School	Warning	Warning	Behaviour Mark	Lateness within 10 consecutive School Days except for reasons outside of their control.
	Low level misuse of IT	Warning	Warning – name noted	Behaviour Mark	e.g. Not being on task or viewing an irrelevant website within a lesson.
	Mobile Phone use	Confiscation of mobile phone and Behaviour Mark	Confiscation of mobile phone and Behaviour Mark and handing phone daily at the office		Mobile Phone to be placed in an envelope with the pupil's name and form. Behaviour Mark to be awarded by office staff upon receipt of the Mobile Phone. Handing in for a period determined by a senior or member of staff.
	Two Behaviour Marks in the term	Lunchtime detention			
	Three Behaviour Marks in the term	HOKS Friday detention			HOKS Will decide whether a behaviour report will be appropriate.
	Five Behaviour Marks in the term	A second HOKS Friday detention			HOKS Will decide whether a behaviour report will be appropriate.



	Behaviour	1st Offence	2nd Offence	3rd Offence	Notes
	Six Behaviour Marks in the term	Deputy Headmaster's Sanction			Further infringements will be dealt with as serious misbehaviour incidents in line with paragraph 9.3 of the main body of the Behaviour Policy. Patterns of persistent poor behaviour

Appendix 3 Investigations into serious breaches of discipline

- 1 The Headmaster will generally appoint a senior member of staff to carry out an investigation of an allegation, complaint or rumour of serious breaches of discipline, but if appropriate, the Headmaster may investigate matters themselves or instruct a third party to undertake the investigation. The purpose of such an investigation is to make findings on the balance of probabilities, where possible, as to what has happened. The investigator should not have had any prior involvement in the management of any of the matters under investigation.
- 2 If the pupil is to be interviewed as part of the investigation, consideration will be given as to whether the pupil should be accompanied by a Parent or member of staff (as well as the location of any interview, taking into account the age of the pupil). In any event a note of the interview will be made by the interviewing member of staff.
- 3 Arrangements may be made for a pupil to be taught outside of their normal cohort² or may be suspended from the School as a neutral act pending the outcome of a disciplinary process. Should a suspension continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil and will keep the terms of the suspension under regular review. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, and at the discretion of the Headmaster, the pupil may be offered a segregated regime on School premises.
- 4 A pupil's space or following appropriate risk assessment belongings may be searched during the course of the investigation. See [Appendix 6](#) of this policy for the School's policy on searching and confiscation.
- 5 It may be necessary to delay the School's investigation or put it on hold, for example where external agencies such as the police or social services are involved and have recommended this. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the School will have regard to KCSIE and the School's Designated Safeguarding Lead (or a deputy) will take a leading role on decisions.
- 6 If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the Parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils (including the victim and / or the perpetrator(s)) affected by the allegations under investigation while they remain on the School roll.
- 7 Where the pupil is the subject of a police investigation the Designated Safeguarding Lead will liaise with the Headmaster to inform them of issues relating to the police investigations and the statutory requirements for children to have an appropriate adult. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles to whom the provisions of PACE code C and any other code of practice apply.
- 8 The outcome of the investigation, where delegated to a member of staff or other third party, will be reported to the Headmaster. If the findings of the investigation appear to

² This course of action is applicable following allegations or reports of sexual violence / harm whilst matters are being investigated. The advice in Part 5 KCSIE guidance, safeguarding and child protection policy and risk assessment for pupil welfare will inform the correct approach to take when investigating allegations and reports of this nature.



support the allegation, complaint or rumour, a disciplinary meeting will then be convened in accordance with the procedures in [Appendix 4](#) of this policy.

9 Considerations when there is suspected criminal behaviour.

- 9.1 Before investigating a behaviour incident, the School will consider whether a criminal offence may have been committed and should be reported to the Police.
- 9.2 The School will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the School (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.
- 9.3 Where a report is made to the Police, the School will not act in a way which could prejudice a criminal investigation.
- 9.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the School may decide to continue its investigation and impose sanctions.
- 9.5 The School will follow its safeguarding and child protection policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.



Appendix 4 Disciplinary meeting with the Headmaster

- 1 Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appear to support the allegation, complaint or rumour, a disciplinary meeting with the Headmaster will take place.
- 2 **Attendance**
 - 2.1 The pupil and their Parents (if available) will be invited to attend the disciplinary meeting with the Headmaster. Where the complaint concerns the behaviour of the Parents, the pupil will not generally be entitled to attend the meeting and this procedure applies to the Parents only.
 - 2.2 The person who undertook the investigation will be in attendance to explain the circumstances of the complaint, their investigation and findings and an additional member of staff will be present to minute the meeting.
 - 2.3 If the Parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g., parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Headmaster as soon as reasonably practicable so that appropriate arrangements can be made.
 - 2.4 If a Parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the Parent can be involved, remotely, if necessary, with the disciplinary process and their child's education.
- 3 **Meeting**
 - 3.1 Documents available at the disciplinary meeting with the Headmaster may include:
 - 3.1.1 a statement setting out the allegations regarding the pupil or, where applicable, the Parents;
 - 3.1.2 relevant documents including:
 - (a) the investigation report;
 - (b) the pupil's conduct record;
 - (c) the relevant School policies and procedures.
 - 3.2 The Headmaster will inform the pupil and their Parents of the range of disciplinary sanctions which the Headmaster considers are open to them.
 - 3.3 The pupil and their Parents will have an opportunity to make representations on:
 - 3.3.1 the investigator's findings;
 - 3.3.2 whether they constitute serious misconduct;
 - 3.3.3 the appropriate sanction to be imposed.



- 3.4 Unless the Headmaster considers that further investigation is needed, he will close the meeting and inform the pupil and the Parents that they will be notified of their decision in writing or verbally inform them.

4 **Decision**

- 4.1 The Headmaster will consider:
- 4.1.1 whether the allegation, complaint or rumour has been sufficiently proved. The standard of proof shall be the civil standard, i.e., the balance of probabilities;
 - 4.1.2 whether the findings constitute serious misconduct; and
 - 4.1.3 the appropriate sanction to be imposed (and the pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil).
- 4.2 The Headmaster may permanently exclude or remove a pupil or impose any other sanction they consider to be appropriate in accordance with this policy.
- 4.3 The Headmaster will notify the Parents of their decision in writing, with reasons, within three working days of the disciplinary meeting.
- 4.4 A decision to permanently exclude or remove a pupil shall take effect within five working days of the date of the Headmaster's letter confirming their decision. Until then, the pupil may remain suspended and away from School premises.

5 **Review**

- 5.1 The Parents or the pupil may request a Review of the Headmaster's decision:
- 5.1.1 to permanently exclude or remove a pupil from the School, or
 - 5.1.2 where the pupil is suspended from the School for 11 working days or more; or
 - 5.1.3 where suspension would result in the pupil missing a public examination.
- 5.2 A request for a Review must be made in writing within five working days of the date of the Headmaster's letter confirming their decision.
- 5.3 If such a request is made, the pupil shall remain suspended until the Review has taken place and either the sanction is upheld, or a reconsidered decision made.
- 5.4 See the **Permanent Exclusion and Removal: review procedure** for further information about requesting a Review and the detail of the procedure.

6 **Leaving status**

- 6.1 If a pupil is permanently excluded or removed, their leaving status will be one of the following: permanently excluded, removed or, if the offer is made by the Headmaster and accepted by the Parents, withdrawn by parents.
- 6.2 Additional points of leaving status to be considered may include:



- 6.2.1 the form of letter which will be written to the Parents and the form of announcement in the School;
- 6.2.2 the form of reference which will be supplied for the pupil;
- 6.2.3 the entry which will be made on the School record and the pupil's status as a leaver;
- 6.2.4 arrangements for transfer of any course and project work to the pupil, their Parents or another school;
- 6.2.5 whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations;
- 6.2.6 whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil;
- 6.2.7 whether the pupil will be entitled to leavers' privileges;
- 6.2.8 the conditions under which the pupil may re-enter School premises in the future; and
- 6.2.9 **financial aspects:** payment of any outstanding fees and extras; whether the deposit will be returned or credited; refund of prepaid fees.



Appendix 5 Use of reasonable force

- 1 There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of reasonable force will be in accordance with the DfE guidance *Use of reasonable force* (DfE, July 2013).
- 2 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
 - 2.1 committing a criminal offence;
 - 2.2 injuring themselves or others;
 - 2.3 causing damage to property, including their own;
 - 2.4 engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- 3 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom were allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
- 4 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see [Appendix 6](#) below).
- 5 In these circumstances, "reasonable" means using no more force than is needed.
- 6 In deciding whether reasonable force is required, the needs and particular vulnerabilities of individual pupils will be considered, and reasonable adjustments will be made for pupils with special educational needs or disabilities. The School will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their Parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.
- 7 Where reasonable force is used by a member of staff, the Deputy Headmaster must be informed of the incident, and it will be recorded in writing. The pupil's Parents will be informed about serious incidents involving the use of force. In the EYFS setting, the pupil's Parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable.



Appendix 6 Searching and confiscation

- 1 All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 2 The School's policy on searching and confiscation has regard to the DfE guidance *Searching, screening and confiscation: advice for schools* (DfE, September 2022).
- 3 **Prohibited items**
 - 3.1 The following are "prohibited items"
 - 3.1.1 under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):
 - (a) knives or weapons, alcohol, illegal drugs and stolen items;
 - (b) tobacco and cigarette papers, fireworks and pornographic images;
 - (c) any article that a member of staff reasonably suspects has been, or is likely to be used:
 - (i) to commit an offence; or
 - (ii) to cause personal injury to, or damage to the property of, any person (including the pupil); and
 - 3.1.2 any item banned by the School's Code of Conduct that are identified as being items which may be searched for. (note that the School will never use force to search for these items: see paragraph 4.3 below).
 - 3.2 The School has banned these items as they reasonably believes them to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or at any time when they are in the lawful charge and control of the School.
- 4 **Searching pupils**
 - 4.1 Under common law, school staff have the power to search for any item if a pupil agrees. The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.
 - 4.2 When exercising these powers the school must consider the age and needs to pupils being searched or screened. This includes the individual needs to learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
 - 4.3 If a pupil refuses to co-operate with a search for a "prohibited item" as listed in section 3 above, a member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for other items banned under the School Code of Conduct as set out in 3.1.2 above.



- 4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 4.5 Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation then a parent's co-operation will be sought.
- 4.6 If a pupil refuses to co-operate with a search for items that are not "prohibited items" as listed in section 3 above, disciplinary action may be taken in accordance with the School's behaviour and discipline policy.
- 4.7 If a search is considered necessary, but not required urgently, the advice of the Headmaster / Designated Safeguarding Lead and /or Deputy Headmaster should be sought. During this time the pupil should be supervised and kept away from other pupils.
- 4.8 Searches will be carried out on School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings³.
- 4.9 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
 - 4.9.1 a search of outer clothing; and / or
 - 4.9.2 a search of School property (e.g. pupils' lockers or desks, bed, studies or dormitories); and / or
 - 4.9.3 a search of personal property (e.g. bag or pencil case).
- 4.10 Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.
- 4.11 A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 4.12 Where the Headmaster, or staff authorised by the Headmaster, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the Designated Safeguarding Lead or deputy and the pupil will be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

³ The power to search a pupil on an educational visit only applies in England. When on a trip outside England, the law of that country should be followed.



5 **Strip searching**

- 5.1 A strip search involving the removal of more than outer clothing can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).
- 5.2 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.
- 5.3 School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- 5.4 In order to ensure pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches and conducted by police in school.

6 **After a search**

- 6.1 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.
- 6.2 Where appropriate school staff will follow the school's child protection policy and procedures and speak to the Designated Safeguarding Lead about possible pastoral support, early help intervention or a referral to children's social care.

7 **Recording searches**

- 7.1 Any search by a member of staff for a prohibited item listed in section 3 above, items banned by the School's Code of Conduct and all searches conducted by police officers will be recorded in the school's Searching a Pupil log, including whether or not an item is found. This will allow the Designated Safeguarding Lead or deputy to identify possible risks and initiate a safeguarding response if required.
- 7.2 Records of the search will include
 - 7.2.1 the date, time and location of the search;
 - 7.2.2 which pupil was searched;
 - 7.2.3 who conducted the search and any other adults or pupils present;
 - 7.2.4 what was being searched for;
 - 7.2.5 the reason for searching;
 - 7.2.6 what items, if any were found; and
 - 7.2.7 what follow up action was taken as a consequence of the search.



- 7.3 The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

8 Confiscation

- 8.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 8.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to School discipline.

9 Searching electronic devices

- 9.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break the School's Code of Conduct, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the Senior Leadership Team, assisted a member of IT staff, if required.
- 9.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break the School's Code of Conduct.
- 9.3 Subject to 9.5 below and the requirements set out in KCSIE 2022, if inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.
- 9.4 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.
- 9.5 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the School's Safeguarding and Child Protection Policy / consult the advice set out in the *Searching, screening and confiscation advice* (for schools) and UKCIS guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people*.
- 9.6 The school will comply with data protection law in relation to any search of any electronic device.

10 Disposal of confiscated items

- 10.1 **Alcohol:** alcohol which has been confiscated will be destroyed.
- 10.2 **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Headmaster or



Deputy Headmaster, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.

- 10.3 **Other substances:** substances which are not believed to be controlled drugs, but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as such and disposed of as above.
- 10.4 **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Headmaster or Deputy Headmaster there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the school; whether retaining or returning the item may place any person at risk of harm; and whether the item can be disposed of safely.
- 10.5 **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed.
- 10.6 **Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Headmaster or Deputy Headmaster.
- 10.7 **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil is at risk of harm, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.
- 10.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 10.9 **Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Headmaster or Deputy Headmaster taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and whether and when it is safe to return the item.
- 10.10 **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- 10.11 **An item banned under the School's Code of Conduct:** such items may, at the discretion of the School taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.



- 10.12 Where staff confiscate a mobile electronic device that has been used in breach of the School's Code of Conduct to disrupt teaching, the device will be taken to the School Office and kept safely until the end of the school day when it can be claimed by its owner, unless the Headmaster considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 10.13 below. If a pupil persists in using a mobile electronic device in breach of the School's Code of Conduct, the device will be confiscated and must be collected by a Parent.
- 10.13 **Electronic devices:** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break School rules, including carrying out cyber-bullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto School premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

11 Communication with Parents

- 11.1 There is no legal requirement for the School to inform Parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.
- 11.2 Parents should always be informed of any search for a prohibited item listed in paragraph 3 that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanction applied.
- 11.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- 11.4 We will keep a record of all searches carried out, in accordance with paragraph 7 above.
- 11.5 Complaints about searching or confiscation will be dealt with through the School's parental complaints policy and procedures.
- 11.6 The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.