

Policy for Good Discipline

September 2026

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1 Introduction

- 1.1 This is the Policy for Good Discipline for King's College School (the 'School'). It is a whole-school policy including the Early Years Foundation Stage (EYFS) setting as well as the School's boarding provision.
- 1.2 This policy is intended to set out the standards required to create, promote and maintain high standards of behaviour amongst pupils and to set out the sanctions available to the School in the event of pupils' misbehaviour.
- 1.3 This policy has been prepared to meet the School's responsibilities under:
- Education (Independent School Standards) Regulations 2014;
 - Schools (Recording and Reporting of Seclusion and Restraint) (No 2) (England) Regulations 2025;
 - EYFS Statutory framework for group and school-based providers (DfE, September 2026);
 - Education and Skills Act 2008;
 - Education and Inspections Act 2006;
 - Human Rights Act 1998;
 - Equality Act 2010: advice for schools (DfE, June 2018)

It also has regard to the following guidance and advice: *Keeping Children Safe in Education* (DfE, September 2026 (KCSIE)), *Working Together to Safeguard Children* (DfE, March 2026), *Information Sharing Advice for Safeguarding Practitioners* (DfE, May 2024), *Restrictive interventions including the Use of Reasonable Force in schools* (DfE, December 2025), *Searching, Screening and Confiscation: Advice in Schools* (DfE, July 2022), *Mobile phones in schools: guidance* (DfE, June 2026); *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (DSIT and UKCIS, March 2024); *Mental Health and Behaviour in Schools* (DfE, November 2018), *Relationships Education, relationships and sex education (RSE) and health education* (DfE, September 2026); *Behaviour in Schools; advice for headteachers and school staff* (DfE, February 2024); and Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR).

The School appreciates that pupils mature at different rates and expectations must be tempered by an appreciation of their individual maturity.

- 1.4 This policy is published on the School website. A copy of the policy is available for inspection at the School Reception.
- 1.5 **This policy and associated documents can be made available in large print or other accessible format if required.**
- 1.6 This policy applies to all pupils at the School and at all times when a pupil is:
- in or at School (to include any period of remote provision);
 - representing the School or wearing school uniform;
 - travelling to or from School;

- on school-organised educational visits;
- staying in the Boarding House;
- associated with the School at any time.

1.7 This policy shall also apply to pupils at all times, places including out of school hours and off-school premises in circumstances where failing to apply this policy may:

- affect the health, safety or wellbeing of a member of the School community or a member of the public;
- have repercussions for the orderly running of the School; or
- bring the School into disrepute.

2 Definitions

2.1 References to **working days** mean Monday to Friday, when the School is open during term time, and includes weekends when boarders are in residence. Term dates 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.

2.2 References to the **Board of Governors** are references to the proprietor of the School.

2.3 References to the **Governors' Review** are to the review by a Governors' Panel of a decision by the Head in accordance with the School's *Permanent Exclusion, Removal and Review Policy*.

2.4 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 withdrawal of a pupil from the School. The persons required to consent or give notice of cancellation or withdrawal are set out in the School's *Terms and Conditions*.

2.5 References to **restrictive intervention** mean to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

2.6 References to **reasonable force** mean physical restrictive interventions. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

2.7 References to **seclusion** mean a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

2.8 References to **restraint** mean a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

2.9 The term '**making or sharing nudes or semi-nudes**' refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18. The term 'images' includes all visual content, such as photographs, videos and livestreams.

Images may be taken by the child themselves or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.

3 Policy Aims

3.1 To enable the Head to carry out the responsibilities of creating, promoting, and maintaining high standards of behaviour amongst pupils and setting a range of sanctions to be available to the School in the event of pupil misbehaviour.

3.2 To encourage pupils to accept responsibility for their behaviour and 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.

3.3 To actively promote and safeguard the welfare of pupils at the School and protect all who come into contact with the School from harm.

3.4 To help to promote a whole school culture of safety, equality, inclusion and protection.

3.5 To set out a clear and fair process for the investigation of allegations of poor behaviour and / or breaches of discipline.

3.6 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.

3.7 To consider how negative behaviours can be prevented or prevented from recurring.

3.8 To enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence.

3.9 This policy forms part of the School's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the School to ensure that the best interest of pupils underpins and is at the heart of all decisions, systems, processes, and policies.

3.10 Although this policy is necessarily detailed, it is important to the School that our policies and procedures are clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

4 Related Policies

4.1 The School has the following related policies:

- *Anti-Bullying Policy*
- *Drug and Substance Misuse Policy*
- *Permanent Exclusion, Removal and Review Policy*
- *Acceptable Use of ICT for Pupils Policy*
- *Online Safety Policy*
- *Equal Opportunities Policy*
- *Safeguarding and Child Protection Policy*
- *Risk Assessment for Pupil Welfare Policy*
- *Special Educational Needs and Disabilities (SEND) Policy*
- *PSHE Policy*
- *Statement of Boarding Principles and Practice & Staff Boarding House Handbook*
- *Staff Code of Conduct*

5 Responsibility Statement

5.1 The Board of Governors have overall responsibility for all matters which are the subject of this policy.

5.2 In discharging of its responsibilities under this policy, the Governors expect the Senior Leadership Team and staff to undertake the following roles:

5.3 School leaders will:

- 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;
- Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
- 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;
- Consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy;
- Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at times affect a pupil's behaviour;
- Encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and link this to the whole school approach to mental health and wellbeing.

5.4 School staff will:

- Play an important role in developing calm and safe environments for pupils and establish clear boundaries of acceptable pupil behaviour;
- 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 feel confident to ask for help when needed;
- Challenge pupils to meet the School's expectations and maintain boundaries of acceptable conduct;
- Communicate School expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils;
- Consider the impact of their own behaviour on the School's culture and how they can uphold the School's expectations in addition to those set out in the Staff Code of Conduct.
- The day-to-day management of behaviour issues is the responsibility of all staff supported by the Head, Deputy Heads, the Senior Pastoral Team, and the Housemaster, where appropriate.

6 Promoting High Standards of Behaviour

6.1 Pupils of the School are expected to act with responsibility and show consideration at all times and adhere to the School's values of kindness, creativity, strength and community.

6.2 The School's expectations about behaviour will be brought to the pupils' attention throughout their time at the School. Pupils are educated about good behaviour through the operation of the School's curriculum, PHSE and assembly programme, relationships education / relationships and sex education programme, and the School's pastoral support systems. This includes teaching pupils explicitly what constitutes good behaviour at King's (for example, through teaching of the School's values and good habits and routines). Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour.

6.3 Specifically all pupils of the School are expected to:

- act with honesty and integrity and treat all members of the School community and the public with respect, courtesy and kindness both in person and in online interactions;
- contribute positively to the School community;
- contribute to the high quality of learning by ensuring that they:
 - arrive calmly, punctually and correctly equipped for each lesson;

- listen carefully and use their time in class appropriately and effectively;
 - do not disturb teaching, or the learning of others; and
 - write down any homework to be undertaken, complete it and hand it in on time.
- take responsibility for their own safety and that of others to the best of their ability and commensurate with their age and maturity. Behave calmly and sensibly when moving round the School, when waiting for lessons and when not directly supervised;
 - take care of the School environment, ensuring that everybody's property is respected and safeguarded; and
 - take pride in their appearance, wearing uniform correctly and smartly.
- 6.4 Parents are expected to work with the School to ensure that their children understand (in an age appropriate manner) this policy which will be reinforced by all staff throughout the School day in form time, class time, at assemblies, in the Boarding House where relevant, and at other times as deemed necessary by the Head, Deputy Heads, and Housemaster.
- 6.5 The Boarding House is home to a number of pupils. Whilst school procedures do apply, as do high expectations of behaviour, there are a separate set of rewards and sanctions for boarders as detailed in the Boarding House Handbook, as would be the case when day pupils are at home. The Housemaster and Boarding House staff coordinate pastoral support in conjunction with Form Tutors and relevant teaching staff.
- 6.6 High expectations of pupils are set by the Head and are necessary:
- for the safety and wellbeing of everyone at the School;
 - for the reputation of the School community; and
 - for the protection of School property and the wider environment.

7 Rewards

- 7.1 The School understands that positive reinforcement can be more effective than sanctions in motivating pupils.
- 7.2 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.
- 7.3 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.
- 7.4 The School is committed to promoting and rewarding good behaviour and motivating pupils and may do so in the following ways:

- 7.4.1 **Merits:** Merits may be awarded by teachers as a means of recognising pupils' academic endeavour, exemplary behaviour, individual or shared success, or their contribution to school life. Merits for pupils in Years 5-8 are recorded in pupils' prep diaries so that Form Tutors may access and check on pupils' progress; for pupils in Years 3 and 4 merits are recorded on iSAMS. Pupils in Pre-Prep receive physical merit tokens which they place in a House jar. Pupils are keen to earn merits, both for their own sense of achievement and because they contribute to the overall House totals. Details of House merit totals and individuals who have achieved high levels of merits are announced at assemblies on a termly basis. The House with the highest level of merits is awarded a Merit Party at the end of the term.

Head's Commendation: Pupils in Reception through Year 8 who have completed an outstanding piece of work may be recommended for a Head's Commendation which is presented in assembly.

Citizens Awards: Pupils in Pre-Prep and Juniors can be rewarded for acts of good citizenship, such as holding open a door without being asked or helping a teacher in class. Citizens Awards are totaled weekly and the pupil in each form with the most points is identified as 'Citizen of the Week' with their name displayed on the noticeboard inside St. Martins.

PACE Prize: 'PACE' Prizes are awarded termly by Form Tutors for those pupils in Years 3-8 who, through their work and conduct, have displayed the best combination of the following qualities: Performance and Progress, Application and Attitude, Contribution and Commitment, Endeavour and Effort.

Awarding of Half and Full Colours: Pupils may be awarded Half or Full Colours for exceptional contribution, consistency and high achievement in certain departments.

End of Year Prize Giving: At the end of the Easter Term, End of Year Prizes are awarded to Year 3-7 pupils for Academic Attainment and Academic Endeavour, as well as for their achievements in Art and Design, Music, and Sport. Year 8 pupils are awarded prizes for their attainment and endeavour in specific subject areas.

Special awards are made for exceptional conduct, kindness and generosity of spirit.

8 Breaches of Discipline

- 8.1 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 this policy.
- 8.2 The first priority will be the safety of pupils and de-escalation techniques can be used to prevent further behaviour issues arising. The aim of any response to unacceptable behaviour is to provide a safe and respectful environment where children understand right from wrong, positively interact with each other, respect their environment and can learn and thrive.

- 8.3 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.
- 8.4 The primary purpose of sanctions is to help pupils avoid making the same mistake in the future. In determining the level of sanction to be applied where the School has established a breach of discipline, staff will give consideration to the following factors (where appropriate):
- the nature of the incident or misbehaviour
 - the context of the incident or misbehaviour
 - the age and prior conduct of the pupil
 - additional personal circumstances (including SEND, religious requirements or being new to the School)
 - remorse shown
 - honesty and cooperation in the enquiry about the incident or misbehaviour
 - impact of the incident or misbehaviour
 - legal advice
 - if restorative practices might be more effective
 - any other relevant factor (e.g. risk to pupil welfare)
- 8.5 The School adopts a culture of openness and transparency and, where pupils or parents / carers have 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.
- 8.6 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 rules and policies for behaviour and discipline. The sanctions used within each part of the School are detailed below.
- 8.7 Allegations, complaints or rumours of breaches of discipline are dealt with by staff as they occur. Staff may carry out information gathering and / or collecting accounts from pupils involved to ensure that sanctions are fairly applied. All sanctions other than permanent exclusion and removal may be applied following such processes. A 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.

Staff should be aware of special procedures for serious breaches of school discipline and should discuss the matter with a Deputy Head if they think the alleged breach may be categorised as serious.

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.

8.8 Procedures for dealing with misbehaviour:

The following procedures should be used with pupils in **Pre-Prep**:

- The teacher should ensure the child understands why the behaviour is unacceptable, giving a clear explanation and a chance for the child to ask questions. The teacher should ensure there is no misunderstanding.
- The teacher should discipline the child using standard behaviour strategies; for each subsequent incident, the child's name should be added to the board with a sad face next to it. If a child receives three sad faces within a lesson, the child will meet with the Head of Pre-Prep at the beginning of the next playtime. The child will then report back to the Head of Pre-Prep at the end of the next lesson to ensure behaviour has improved.
- If poor behaviour has been repeated, a note will be sent to parents from the Head of Pre-Prep. The teacher will contact parents to discuss the behaviour and methods to improve it.
- If there is no improvement, a meeting is arranged with the teacher, Head of Pre-Prep, and parents to discuss strategies.

The School has adopted a three-stage process to deal with pupil misbehaviour in Years 3-8:

Stage 1: A quiet warning: The teacher will state what the misbehaviour is and assert the type of behaviour that is expected;

Stage 2: A quiet warning outside the classroom: The teacher will quietly ask the pupil to leave the classroom. Outside the classroom, the teacher will repeat the quiet warning and explain the consequences of not improving their behaviour. The teacher will give the pupil an opportunity to ask questions to ensure they understand.

Following a Stage 2 warning, Pupils in Years 3 and 4 are expected to remain in the lesson, however, they may be sent to the Head of Juniors if this is deemed necessary.

For pupils in Years 5-8:

Stage 3: Exit and Conduct: The teacher will quietly ask the pupil to leave the classroom and go to the designated 'exit room' with a piece of work. The pupil will be allocated a Conduct, which will be input in iSAMS, and the pupil's Form Tutor, Head of Year, Deputy Heads and Housemaster, if appropriate, will automatically be notified.

Pupils in Years 5-8 will then be expected to attend a period of reflection with a Deputy Head during the first half of the next available lunch time. The Form Tutor will inform parents before the end of the school day.

Following the lunch time period of reflection, the Form Tutor will meet with the pupil encouraging them to reflect on what can be learned from the incident.

If a pupil in Year 5-8 is 'exited' on more than one occasion per week, the

Head of Year will inform their parents that they will attend a 30-minute after-school period of reflection on the next available Friday (1630-1700).

Outside of lessons, staff will follow a similar three-stage strategy: a quiet warning; a second quiet warning and an explanation of the consequences of not heeding that warning; and, finally, an exit to a Deputy Head's office.

- 8.9 In the event of more serious misconduct (such as physical or verbal abuse of a pupil or member of staff, including the use of racist or homophobic language, bullying and malicious damage of School property or that of another pupil), Stages 1 and 2 will be bypassed. The Form Tutor, Head of Year, a Deputy Head and the Housemaster (if relevant) will also be contacted immediately, in order to ensure that the appropriate actions are taken.
- 8.10 The School uses a Reminders system that is housed within the iSAMS database to enable staff to quickly and efficiently record low level incidents of individual pupils' misbehaviour, disorganisation, lack of effort and / or misuse of ICT. This information is then collated and shared with the Senior Pastoral Team on a weekly basis for the purpose of early identification of any trends in pupil behaviour and the quick implementation of suitable intervention strategies.

Other Sanctions

- 8.11 The Head may prescribe and authorize staff to use sanctions other than those detailed in this policy as long as they comply with good educational practice and promote good behaviour.
- 8.12 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.
- 8.13 Where possible, staff should attempt to link the task in the sanction to the offence in order to provide the pupil with an opportunity to learn. Teachers must consult with relevant senior staff if they consider a creative sanction to be more appropriate to the individual case (these must be appropriate, proportionate and not humiliating).
- 8.14 The School will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.
- 8.15 In considering whether a sanction is reasonable in all circumstances, the School will consider whether it is proportionate in the circumstances of the case. It will also consider any special circumstances relevant to its imposition including:
- the pupil's age and developmental stage;
 - any special educational needs or disability they may have; and
 - any religious requirements affecting them.

Additional needs

- 8.16 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 the 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:
- 8.16.1 whether reasonable steps have been taken to understand and address the pupil's educational and / or other needs or vulnerabilities;
- 8.16.2 whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;
- 8.16.3 whether, in light of the conclusions reached above, 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:
- ensuring that education, benefits, facilities and services are targeted at those who most need them;
 - the fair exercise of powers;
 - ensuring the health and safety of pupils and staff, in light of clearly identified risks, with due attempt to the potential need to refer concerns arising externally as required under the School's Safeguarding and Child Protection Policy;
 - maintaining academic and behaviour standards;
 - ensuring the wellbeing and dignity of pupils.
- 8.17 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 pastoral staff and learning support staff and further action in accordance with the School's policy on special educational needs and disabilities will be considered.
- 8.18 In most cases of poor discipline, the School will seek not only to use a sanction, but also to provide support for the pupil. This may include sessions with the Form Tutor, teacher, Head of Year and Housemaster (where applicable) to help the pupil with any pastoral concerns. The pupil may be supported by a member of the pastoral team, or the pupil and their parents may be directed to an appropriate professional. The School will try to address the underlying issues rather than solely the consequence of those issues.
- 8.19 Where a pupil displays persistent disruptive behaviour and there is a concern about that pupil's needs, the School will liaise with parents and / or local agencies to assess those needs in accordance with the School's *Special Educational Needs and Disabilities (SEND) Policy* and *English as an Additional Language (EAL) Policy* and *Safeguarding and Child Protection Policy*.
- 8.20 The School recognises that it may be difficult for pupils to make a transition into the School and immediately adopt the school values. The School pays special attention to ensure that new pupils are supported in early days after joining.

- 8.21 In EYFS, it is recognised that serious poor behaviour may be due to excessive tiredness. In the event of repeated behaviour issues, a child's timetable may be reviewed with parents and reduced hours or a temporary break from school may be encouraged.

9 Serious Breaches of School Discipline

- 9.1 Serious breaches of School discipline are those where, should the allegation be fully upheld, the outcome of the disciplinary process could result in permanent exclusion or a requirement to leave the School (removal).

- 9.2 Any allegation, complaint or rumour of a matter which could qualify as a serious breach of discipline should be referred to a Deputy Head. They will discuss the matter with the Head to decide if the matter will be investigated as a serious breach of school discipline.

- 9.3 In order to make a decision set out in 9.2, it is likely that preliminary fact finding is undertaken by a senior member of staff (such as Head of Year). The senior member of staff will report their findings to a Deputy Head. Based on these findings, the Deputy Head, in consultation with the Head where appropriate, will decide whether the allegation, complaint or rumour could qualify as a serious breach of discipline which may result in permanent exclusion or a requirement for the pupil to leave the School (removal).

- 9.4 It may be necessary for a pupil to be suspended from School as a neutral act pending investigation. This would usually be for safeguarding reasons or that their presence is likely to compromise the disciplinary process. Further detail is found in the *Permanent Exclusion, Removal and Review Policy*.

- 9.5 Allegations, complaints or rumours that the School has determined could qualify as a serious breach of school discipline will be dealt with in accordance with the *Permanent Exclusion, Removal and Review Policy*.

- 9.6 Serious breaches of school discipline that may lead to permanent exclusion or required withdrawal include but are not limited to:

- Supply, sale or sharing of illegal drugs, alcohol or tobacco as prohibited by the School's *Drugs and Substance Misuse Policy*.
- Actual or attempted theft, blackmail, physical violence, intimidation, discriminatory-based bullying, prejudice-based bullying, cyber-bullying or other potentially criminal offences including being an accessory or conspirator;
- Physical violence and / or abuse;
- Physical or emotional abuse or harassment (to include behaviour that may be categorised as 'banter', 'just having a laugh', or 'part of growing up');
- 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);
- Abuse in intimate personal relationships between peers;
- Sexual violence, sexual harassment, upskirting and other harmful and inappropriate sexual behaviours;
- Consensual and non-consensual sharing of nude and semi-nude images and / or videos.

- Behaviour in contravention of the School's *Acceptable Use of ICT for Pupils Policy* and *Online Safety Policy*;
- Supply or possession of pornography;
- Behaviour which may constitute a criminal offence, such as possession or use of an unauthorised firearm, knife or other weapon, or vandalism, computer hacking or serious misuse of the School's IT network and / or destruction of the School's property;
- Serious academic misconduct, persistent minor breaches of discipline or attitudes or behaviours which are inconsistent with the School's ethos;
- Other misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute on or off the School premises;
- Any form of abuse or unlawful discrimination on the grounds of sex, race, religion / belief, disability, special educational needs, sexual orientation and gender reassignment etc; and
- Deliberate contravention or disregard of School procedures regarding health and safety.

9.7 It is for the School to determine whether a breach of discipline is serious or not, and therefore which part of the disciplinary process will be followed. The School will make this determination taking account of the context of the breach of discipline.

9.8 The Governors have authorised the following sanctions for serious breaches of discipline:

Permanent Exclusion: A pupil may be expelled from the School if it is proved on the balance of probabilities that they have committed a grave breach of School discipline or a serious criminal offence. Permanent exclusion is reserved for the most serious breaches. For the avoidance of doubt, a pupil may also be permanently excluded from the School for persistent lower-level breaches.

Removal: The parents may be required to remove a pupil permanently from the School if, after consultation with the parents and the pupil, if appropriate, the Head is of the opinion that:

- the pupil has committed a breach or breaches of School discipline for which removal is the appropriate sanction; or
- by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or community life offered by the School; or
- one or both of the parents have treated the School or members of its staff or any member of the school community unreasonably.

Subject to payment of all outstanding fees, which remain payable, the pupil will be given reasonable assistance in making a fresh start at another school.

Exclusion: A pupil may be excluded as a neutral act while a complaint is investigated and for up to a further ten school days as a disciplinary sanction in its own right.

9.9 Further details on the procedures regarding serious breaches of discipline may be found in the School's *Permanent Exclusion, Removal and Review Policy*.

- 9.10 The School's aim is to deal with disciplinary matters sensitively and with due respect for the privacy of the individuals involved. Pupils and their parents must treat as confidential any information communicated to them in connection with an investigation or disciplinary matter. A pupil and / or their parents must not make electronic recordings of any meeting conducted under this procedure and doing so may be treated as a separate disciplinary matter. The School may take steps to protect the identity of witnesses if it believes their identity should remain confidential.

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 exclusion, removal 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 as appropriate include but are not limited to:
- frequent and open engagements with parents;
 - providing mentoring and coaching;
 - short-term behaviour report cards or longer-term behaviour plans; and
 - 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. This may include reflective conversations, restorative approaches, pastoral support or other targeted interventions where appropriate. 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 exclusion. Where appropriate, this may include pastoral support, behaviour plans, reflective conversations, restorative approaches and other measures designed to support successful reintegration and reduce the likelihood of further incidents.

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 values, conventions and rules and this policy.
- 11.2 Parents will be informed as soon as reasonably practicable that their child has been involved in serious misconduct, but the School may be prevented from so immediately e.g. by the police if they are involved.
- 11.3 Parents will be notified of any pending disciplinary hearing in accordance with the *Permanent Exclusion, Removal and Review Policy*.
- 11.4 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, values, expectations, pastoral support and the School's approach to a failure to meet required standards. Pupils will be taught they have a duty to meet the School's behaviour expectations, uphold the School values and contribute to the School's 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.

13 Safeguarding and Child-on-Child Abuse

- 13.1 The School is committed to providing pupils with a safe environment free of abuse, harassment and discrimination. All pupils and parents are encouraged to report unacceptable behaviour to the School to maintain a safe environment for all children. 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:
 - bullying (including cyber-bullying, prejudice and discriminatory-based bullying and faith-based prejudice or faith or race-based discrimination);
 - abuse within intimate personal relationships between peers (teenage relationship abuse);
 - 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);
 - physical assault and harm, or the threat of harm with a weapon;

- harmful sexual behaviour, including misogyny, sexual violence, such as rape, assault by penetration and sexual assault, possibly with an online element which encourages sexual violence;
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual making or sharing of nudes and semi-nudes;
- upskirting and / or attempts to commit upskirting; and
- 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).

13.2 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, pupils with special educational needs and /or disabilities. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can result in 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.

13.3 Technology is a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as in person. This can take the form of abusive or harassing messages, the non-consensual sharing of nude and semi-nude images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

13.4 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 the School's *Safeguarding and Child Protection Policy*. 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 DSL (or a Deputy) should take a leading role in decision making and the procedures in the School's *Safeguarding and Child Protection Policy* will take priority.

14 Corporal Punishment and Use of Reasonable Force

14.1 Corporal punishment is not used at the School and the use of force and other restrictive interventions, including seclusion and restraint must never be used as a form of punishment.

14.2 There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of force by staff must be reasonable, proportionate, lawful and in accordance with the guidance given in the DfE publication *Restrictive interventions, including the use of reasonable force, in schools* (December 2025).

15 Searching Pupils

15.1 School staff may search a pupil and their possessions and accommodation on trips for any item if the pupil agrees. 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.

15.2 If a pupil refuses to cooperate with a search, the Head and staff authorised by the Head, may use reasonable force to search a pupil or a pupil's possessions where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession:

- knives or weapons;
- alcohol, illegal drugs, tobacco products or electronic smoking devices;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to or damage to the property of any person; and
- any item banned by the School.

15.3 If the Head or an authorised member of staff have reasonable grounds to suspect that a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of School property, e.g. pupils' lockers or bed space in the Boarding House; and / or
- a search of personal property, e.g. bag, pencil case or electronic device within a locker
- without the consent of the pupil.

Such searches will be carried out only 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.

15.4 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

15.5 Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil, unless it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to achieve this.

15.6 Where the Head or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance Searching, Screening and Confiscation.

16 Staff Training

16.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals 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:

16.1.1 how staff can support pupils in meeting high standards of behaviour;

16.1.2 how staff can ensure that this policy and sanctions are applied in a way that is consistent, fair, proportionate and predictable; and

16.1.3 where applicable, to reflect the need of particular pupils.

16.2 The level and frequency of training depends on the role of the individual member of staff.

17 Records

17.1 All records created in accordance with this policy are managed in accordance with the School's *Data Protection and Retention Policy*.

17.2 The School will establish and maintain a strong and effective system for data recording all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriately skilled staff.

17.3 The School will keep a separate record of exclusions, pupils taken off roll, incident of poor behaviour, use of internal isolation and sanctions imposed for serious misbehaviour. The record will include the date and nature of the offence, name and year of the pupil concerned, the sanction imposed and the reason for it, and the name of the person administering the sanction. All behaviour records are contained within the School's iSAMS database.

17.4 The School will keep a record of any search by a member of staff for a 'prohibited item' and any searches conducted by police officers. This will be recorded in the School's safeguarding reporting system.

17.5 The records of sanctions for serious misbehaviour are reviewed regularly by the Deputy Heads and Heads of Year so that any patterns in behaviour can be identified.

17.6 The School will keep a separate record for:

17.6.1 Allegations and concerns reported in respect of:

- Sexual harassment or sexual violence;
- Bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic bullying, use of derogatory language.

- 17.7 The records created in connection 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 privacy notices on its website which explain how the School will use personal data.

18 Malicious Allegations

- 18.1 Where a pupil makes an accusation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil is in need of additional 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 Head will also consider whether to take any disciplinary action against the pupil in accordance with this policy.
- 18.2 Where a parent has made a deliberately invented or malicious allegation, the Head 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.
- 18.3 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.

19 Risk Assessment

- 19.1 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.
- 19.2 The format of the 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 (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 19.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant plans are implemented, monitored and evaluated.
- 19.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Deputy Heads, who have been properly trained in, and tasked with, carrying out the particular assessment.

20 Governors' Review

- 20.1 If a pupils feels they have been treated unfairly, they may take their concern to their Form Tutor or to the Deputy Heads, who will take the matter up with the member of staff concerned. If a pupil is still unhappy, the concern may be referred to the Head.

- 20.2 Parents are encouraged to discuss any concerns regarding sanctions with the pupil's Form Tutor or the Deputy Heads. Parents who remain dissatisfied with the response to a concern raised may make a formal complaint under the School's Complaints Policy and procedures.

Parents are entitled to ask for a Governors' Review of a decision to expel, exclude or to require removal of a pupil for disciplinary reasons by writing to the Chair of Governors. There will be no right to a Governors' Review of other sanctions or in the event of suspension as a neutral act pending investigation of a disciplinary matter. The procedure for a Governors' Review is set out more fully in the School's *Permanent Exclusion, Removal and Review Policy*.

21 Version Control

Date of last review	September 2026
Date of next review	September 2027
Policy owner	Head and Deputy Heads
Authorisation	Rev Dr Stephen Cherry, Chair of Governors on behalf of the Board of Governors