

Behaviour Management Policy

Senior School

2026 / 2027



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

IBSTOCK PLACE SCHOOL

Behaviour Management Policy

Senior School

Scope

This policy applies to all Senior School pupils and staff at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

Roles and Responsibilities

The Governing Body has overall responsibility for the School's behaviour arrangements and for ensuring that an effective written behaviour policy is implemented in accordance with the Independent School Standards. The Head delegates day-to-day implementation to the Deputy Head (Pastoral). Staff must apply this policy consistently, with appropriate support and reasonable adjustments. The responsibility statement below sets out oversight, monitoring and review arrangements.

- 1 [Aims](#)
- 2 [Scope and application](#)
- 3 [Regulatory framework](#)
- 4 [Publication and availability](#)
- 5 [Definitions](#)
- 6 [Responsibility statement and allocation of tasks](#)
- 7 [Promoting high standards of behaviour](#)
- 8 **Minor breaches of discipline**
- 9 [Serious breaches of discipline](#)
- 10 [Intervention, support and reintegration](#)
- 11 [The role of parents](#)
- 12 [The role of pupils](#)
- 13 [The Sixth Form](#)
- 14 [Additional needs](#)
- 15 [Safeguarding and child-on-child abuse](#)
- 16 [Malicious allegations](#)
- 17 [Restrictive interventions and reasonable force](#)
- 18 [Searching pupils](#)
- 19 [Staff training](#)
- 20 [Risk assessment](#)
- 21 [Record keeping](#)

Appendices

Appendix 1	Senior School rules
Appendix 2	Pupil Code of Conduct
Appendix 3	Rewards and sanctions
Appendix 4	Investigations into serious breaches of discipline
Appendix 5	Disciplinary meeting with the Head
Appendix 6	Restrictive interventions and reasonable force
Appendix 7	Searching and confiscation

1. Aims

1. This is the Behaviour Management Policy of Ibstock Place School, Senior School (the School). Our approach is founded on Kind Hearts, Curious Minds and Courageous Futures. Clear expectations, praise, reflection and support help pupils take responsibility, repair mistakes and develop positive habits. Sanctions and support may be used together.
2. The aims of this policy are as follows:
 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;
 2. to create, promote and maintain high standards of behaviour amongst pupils;
 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;
 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;
 5. to set out a clear and fair process for the proper investigation of allegations of poor behaviour and / or breaches of discipline;
 6. to encourage pupils to accept responsibility for their behaviour;
 7. to consider how negative behaviours can be prevented or prevented from recurring;
 8. to enable the Head or designate to discharge his or her responsibilities under this policy, specifically of maintaining order and good discipline within the School;
 9. to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
 10. to set out the sanctions available to the School in the event of pupil misbehaviour;
 11. to help to promote a whole school culture of safety, equality, inclusion and protection.
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.

4. This policy incorporates the everyday praise, support and sanctions framework described in the Pupil Guidance on Praise, Support and Sanctions. The School's Behaviour for Learning materials should be read alongside it. Staff must use the current categories, thresholds and procedures in [Appendix 3](#); earlier BFL or device-flag thresholds do not apply. Classroom disruption and academic disengagement are addressed through the distinct routes set out there.
5. 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

1. This policy applies to the whole Senior School.
2. This policy together with all School policies on behaviour and discipline applies to all pupils at the School and at all times when a pupil is:
 1. in or at School (to include any period of remote provision);
 2. representing the School or wearing School uniform;
 3. travelling to or from School;
 4. on School-organised trips;
 5. online or
 6. associated with the School at any time.
3. This policy shall also apply to pupils at all times and places including out of school hours and off-school premises in circumstances when failing to apply this policy may:
 1. affect the health, safety or well-being of a member of the School community or a member of the public;
 2. have repercussions for the orderly running of the School; or
 3. bring the School into disrepute.

3. Regulatory framework

1. This policy has been prepared to meet the School's responsibilities under:

Education (Independent School Standards) Regulations 2014, as amended; Education and Skills Act 2008; Education and Inspections Act 2006, including sections 93 and 93A; Education Act 1996, including the applicable search powers; Children Act 1989; Equality Act 2010; Human Rights Act 1998; Data Protection Act 2018 and UK GDPR, as amended; and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

2. This policy has regard to the following guidance and advice:

Keeping children safe in education 2026; the current Working together to safeguard children and safeguarding information-sharing advice; Behaviour in schools (DfE, February 2024); the Independent School Standards guidance (April 2026); Restrictive interventions, including use of

reasonable force, in schools (effective 1 April 2026); Searching, screening and confiscation (DfE, July 2022); Mobile phones in schools (updated June 2026); Sharing nudes and semi-nudes (UKCIS, March 2024); Mental health and behaviour in schools; Equality Act advice for schools; applicable current PACE Codes and appropriate-adult guidance; and the revised Relationships Education, RSE and Health Education guidance effective from September 2026. The statutory maintained-school exclusion procedure is not the School's disciplinary review procedure; the School's independent-school procedures and parent contract apply.

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

1. E safety and Acceptable Use Policy for Pupils
2. Anti-bullying and Anti Cyber-bullying Policy

Mobile Devices Policy for Pupils

3. Drugs and Substances Policy
4. Social Media Policy for Pupils and Parents
5. Safeguarding and Child Protection Policy
6. Health and Safety Policy
7. Policy on Special Educational Needs and Learning Difficulties
8. Equality Diversity and Inclusion Policy
9. Risk Assessment Policy
10. Expulsion and Removal Review Procedure
11. Staff Code of Conduct
12. Relationships and Sex Education Policy
13. Offensive and Dangerous Items Policy

4. **Publication and availability**

1. This policy is published on the School website.
2. This policy is available in hard copy on request.
3. This policy can be made available in large print or other accessible format, if required.

5. **Definitions**

1. Where the following words or phrases are used in this policy:
 1. References to the **proprietor** are references to the School Governing Body.
 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.

3. References to the **Head** may include deputies.
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. References to a **Review** are to the review by a panel of the Head's decision in accordance with the expulsion and removal: review procedure.

6. **Responsibility statement and allocation of tasks**

1. The Proprietor has overall responsibility for all matters which are the subject of this policy.
2. In discharging of its responsibilities under this policy, the Proprietor expects school leaders and staff to undertake the following roles:
3. School leaders will:
 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;
 2. play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
 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;
 4. consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy
 5. 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; and
 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.
4. School staff will:
 1. play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;

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;
3. challenge pupils to meet the school expectations and maintain boundaries of acceptable conduct;
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
5. consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the Staff Code of Conduct.

5. In order to achieve this, the Proprietor 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	Ross Greenwood, Deputy Head (Pastoral)	As required, and at least termly
Reviewing induction and ongoing training for staff	J-D Price, Senior Deputy	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	J-D Price, Senior Deputy	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Ross Greenwood, Deputy Head (Pastoral)	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	Proprietor	Annually

7. Promoting high standards of behaviour

1. Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE, relationships and sex education programmes 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, the Pupil Code of Conduct, good habits and routines).
2. Praise recognises effort, progress, kindness and contribution, as well as achievement. Staff use the recognition methods in [Appendix 3](#) and link formal Praise entries to the School's values. Pupils need not be top of a class or win a competition to be recognised.
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.
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.
5. Responding to unacceptable behaviour
 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 Management Policy.
 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.
 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.
 4. 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.
 5. 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.

8. Minor breaches of discipline

This includes a range of scenarios in which pupil behaviour falls below expectations

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 3 for details of possible sanctions).

1. 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.

2. 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

1. Allegations, complaints or rumours of serious breaches of discipline should be referred to the Head.
2. The main categories of misconduct which are likely to be considered to be serious breaches of discipline and which may therefore result in expulsion or a requirement to leave the School include but are not limited to:
 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; possession, use or supply of vapes, e-cigarettes, shisha pens, tobacco, nicotine products, or smoking or vaping paraphernalia, in breach of School rules;
 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;
 3. physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);
 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");
 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);
 6. abuse in intimate personal relationships between peers (teenage relationship abuse);
 7. sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;
 8. consensual and non-consensual sharing of nudes and semi-nude images and / or videos (including digitally manipulated or AI-generated nude and semi-nude images);
 9. behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
 10. supply or possession of pornography;
 11. behaviour which may constitute a criminal offence, such as:
 1. possession or use of firearms, knives or other weapons including imitation weapons
 2. vandalism, defacement and / or destruction of school property;

12. persistent minor breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos;
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
14. other misconduct specifically provided for in the School's parent contract and School rules.

3. Sanctions for serious breaches of discipline include:

1. **Suspension (temporary suspension external):** a pupil may be sent or released home for a limited period as a disciplinary sanction.
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 Head is of the opinion that:
 1. the pupil has committed a breach or breaches of School rules or discipline for which removal is the appropriate sanction; or
 2. 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
 3. 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 Head, the parents may be permitted to withdraw the pupil as an alternative to removal being required.

3. **Expulsion: a pupil may be expelled for a serious breach of discipline, including serious or persistent misconduct, where the School's investigation establishes the relevant facts on the balance of probabilities and expulsion is a fair and proportionate outcome. Suspicion of a criminal offence alone is not a disciplinary finding; the School need not await a criminal conviction to apply its own properly conducted disciplinary procedure.**
4. An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 4.
5. 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.
6. 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 5.
7. 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:

1. the factual findings made;
2. whether or not they constitute serious misconduct; and
3. the sanctions under consideration.
8. Sanctions imposed will be fair and proportionate to the breach.
9. 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

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.
2. The range of intervention strategies that the School may put in place include as appropriate but are not limited to:
 1. frequent and open engagement with parents;
 2. providing mentoring and coaching;
 3. short-term behaviour report cards or longer-term behaviour plans; and
 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.
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, Health and Care Plan, whether an emergency review is appropriate and / or whether a multi-agency assessment is appropriate.
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.
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

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.

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.
3. All parents will be notified of any pending disciplinary hearing in accordance with paragraph 9.7.
4. Parents will be notified of disciplinary sanctions:
 1. imposed for significant minor breaches of discipline (i.e. detentions or more serious sanctions or persistent minor breaches such as flags); and those
 2. imposed for serious breaches of discipline and any rights of review;

as required and / or within School reports.

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

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 rules and should contribute to the school culture.
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. The Sixth Form

1. The Sixth Form is subject to the same expectations, rewards and sanctions as pupils in the remainder of the Senior School; however, staff are encouraged to deal with Sixth Formers in ways which encourage independence and self-discipline. Sixth Formers observe the expectations set out in this policy, or, where there are different expectations, the Sixth Form Pupil Handbook.
2. The Sixth Form's discipline model encourages self-discipline and preventative measures. Pupils have regular assemblies and briefings about procedures and routines so that formal disciplinary measures should rarely need to be imposed. As more mature members of the School community, the Sixth Form should present as positive role models to our younger pupils. If attitude, conduct, or punctuality needs to be addressed. Behaviour and/or Punctuality Detentions are sanctioned on Fridays in the Mezzanine 4.00-5.00pm under the supervision of a member of staff. Pupils should focus on academic matters during the detention to complete unfinished tasks. Whilst it is rare Sixth formers can be awarded a Saturday Community Service Detention or a Headmaster's Detention.
3. If a pupil's punctuality leads to prolonged periods of absence or lateness to lessons, parents are contacted by the Sixth Form Leadership team with follow up procedures

required by the pupil. If a pupil's behaviour is in question consistently and such actions negatively affect the school community, the school reserves the right for further sanctions in line with this policy.

14. Additional needs

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:
 1. whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;
 2. whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;
 3. whether in the light of conclusions reached in respect of 14.1.1 and 14.1.2, 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:
 1. ensuring that education, benefits, facilities and services are targeted at those who most need them;
 2. the fair exercise of powers;
 3. 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 child protection and safeguarding policy and procedures);
 4. maintaining academic and behaviour standards; and
 5. ensuring the well-being and dignity of pupils.
 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 Academic Mentoring and further action in accordance with the School's Academic Mentoring Policy will be considered.

15. Safeguarding and child-on-child abuse

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:
 1. bullying (including cyber-bullying, prejudice-based and discriminatory-based bullying);
 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);
 3. sexual violence and / or sexual harassment (which may include an online element which encourages sexual violence);

4. causing somebody to engage in sexual activity without consent;
 5. upskirting and / or attempts to commit upskirting;
 6. consensual and non-consensual sharing nudes and semi-nudes images and or videos (including digitally manipulated or AI-generated images and or videos. This is also known as sexting or youth produced sexual imagery; and
 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).
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.
 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.
 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 child protection and safeguarding 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 child protection and safeguarding policy will take priority.

16. Malicious allegations

1. An allegation that is unsubstantiated, unfounded or not proved must not be treated as malicious merely because it cannot be substantiated. The DSL will consider the pupil's welfare, whether support is needed and whether referral is appropriate. Disciplinary action for making a malicious allegation requires a finding of deliberate deception, following a fair investigation; pupils must not be discouraged from reporting genuine concerns.
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.

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.

17. Restrictive interventions and reasonable force

1. Corporal punishment is not used at the School and force must never be used as a form of punishment.
2. Any restrictive intervention must be lawful, necessary and proportionate, with prevention and de-escalation used wherever possible. [Appendix 6](#) sets out the requirements for reasonable force, seclusion, recording, reporting and follow-up, alongside the Physical Intervention Policy and Staff Code of Conduct. A supportive break or disciplinary classroom removal must not be confused with seclusion.

18. Searching pupils

1. Staff may search a pupil or possessions with informed agreement. The Head or staff authorised by the Head may search without consent only where the relevant legal conditions are met. Refusal must be assessed in context, including understanding, additional needs and safeguarding concerns, rather than producing an automatic sanction. [Appendix 7](#) distinguishes statutory prohibited items from items searchable under School rules and sets out the safeguards.
2. If a pupil refuses to co-operate with a search the Head, and staff authorised by the Head, 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 7 for the School's policy on searching and confiscation and the definition of "prohibited items" for which force may be used.

19. Staff training

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

20. Risk assessment

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.
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.
3. The Deputy Head Pastoral has overall 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.
4. Day to day responsibility to carry out risk assessments under this policy will be delegated to Senior Pastoral Leaders/Members of the Safeguarding Team been properly trained in, and tasked with, carrying out the particular assessment.

21. Record keeping

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.
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.
3. The School will keep a separate record for:
 1. allegations and concerns reported in respect of:
 1. sexual harassment or sexual violence
 2. 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
 3. suspensions, expulsions and removals from roll; disciplinary classroom removals; significant use of force, seclusion and restraint; and sanctions for serious misbehaviour.
 2. The record will include:
 1. the name and year group of the pupil concerned;
 2. the nature and date of the offence;
 3. the sanction imposed and reason for it; and
 4. the name of the person imposing the sanction.
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.
5. This record is reviewed regularly by the DSL and Deputy Head (Pastoral) 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.

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.

Queries

Queries on this policy should be directed to the Deputy Head (Pastoral).

Review and Verification

This policy is reviewed annually by the Deputy Head (Pastoral), with the Governing Body's oversight and monitoring described above. Policy year 2026/27; updated September 2026; next scheduled annual review September 2027. Staff guidance, pupil guidance and linked policies are checked for consistency at review.

Appendices

Please see overleaf for Appendices 1 – 7.

A.

Senior School rules

Pupils must treat others with respect, act responsibly and contribute to a safe, welcoming School community. These rules apply during School hours, on journeys to and from School, on trips and at fixtures, and in the other circumstances described in the scope of this policy. The Pupil Guidance on Praise, Support and Sanctions explains daily expectations in more detail.

Rules

1. Pupils must not leave School without School permission and signing out. Parents' requests must be communicated to the School. Sixth Form permissions are set out in the Sixth Form Handbook.
2. Pupils must attend timetabled sessions punctually and regularly, be ready in Tutor Base by 8.30am and sign in at Pupil Reception if late. Pupils experiencing attendance, health, anxiety or organisational difficulties should seek support from their Tutor or Head of House.
3. All pupils are obliged to take part in games and other out-of-school activities as required by the School and to attend rehearsals, practices, matches, as necessary, on School days and weekends unless a pupil is specifically exempted. Such an obligation should be regarded as a privilege.
4. Pupils must follow the current uniform and presentation guidance, with separate Sixth Form dress requirements. Discreet make-up is permitted as specified in the pupil guidance; heavy eye make-up, lipstick, false lashes and coloured hydro-stars are not permitted. Nails must be natural and unpainted. Only permitted jewellery may be worn; non-permitted jewellery will be confiscated, stored securely at Reception and retained until the end of term. Staff must apply agreed individual adjustments and address concerns calmly.
5. Pupils must wear regulation Ibstock PE and Games kit and suitable sports trainers. Games kit may be worn throughout the pupil's own Games Day. On other days, School uniform is required for periods 1-4, including Pastoral Time; Games kit may be worn for periods 5 and 6 where the pupil has a club or fixture both at lunch and after School. Hoodies, including Ibstock tour hoodies, are not permitted. Pupils must uphold safety and good sportsmanship.
6. The School provides lockers for Senior 7 to Sixth Form. Pupils must keep lockers locked, respect others' property and collect the equipment needed for their next two lessons at the end of Pastoral Time, break and lunch. Tampering with another pupil's lock or locker is a serious breach. Pupils should avoid bringing unnecessary valuables. The School will

take reasonable care of property in its custody; nothing in this policy excludes liability where it cannot lawfully be excluded.

7. Email and access to the Internet is strictly for educational purposes only. Pupils are required to sign a contract to this effect, countersigned by a parent. The School has a monitoring software called Senso which monitors usage and reports on inappropriate and flags safeguarding concerns. This is set out in the School's E-safety and acceptable use policy.
8. Academic and Behaviour Detentions normally take priority over other commitments. Permission to rearrange must be sought from the relevant Head of Section or Head of Sixth Form. Serious or repeated poor behaviour may put a pupil's place at School at risk, subject to the support, investigation and formal decision procedures in this policy; a detention count does not itself cause automatic removal.
9. Mobile phones are governed by the Mobile Devices Policy for Pupils. The non-smartphone approach for current Senior 7 and Senior 8 is parental and pupil guidance, intended to continue with those cohorts into Senior 9, rather than a ban on bringing smartphones. Current Senior 9 to Senior 11 may bring phones. Senior 7 to Senior 11 must switch phones off and store them in lockers; use requires express permission from a senior member of staff or an agreed individual adjustment. After 4.00pm, pupils who have finished their School commitments may use phones outside the Head of House Offices for collection or journey-home communication. Sixth Form storage and access follow their separate Handbook arrangements. AirPods, earbuds, headphones and similar personal audio devices may be brought but must not be used anywhere on site, subject to agreed individual adjustments.
10. Any pupil who causes damage to property belonging to the School must report the damage to a teacher immediately.
11. Chewing gum and white correction fluid must not be brought to School. Chewing gum breaches are addressed through the dedicated one-hour after-school sanction in [Appendix 3](#). Make-up and presentation follow the current pupil guidance rather than a blanket make-up prohibition.
12. Smoking and the consumption of alcohol or narcotics and any form of gambling are forbidden.
13. Tobacco and smoking paraphernalia including vapes, shisha pens, e-cigarettes, alcoholic drinks, narcotics, dangerous substances, fireworks, offensive objects and pornographic images are prohibited. School has the power to search a pupil's possessions for these prohibited items. The School has vape sensors in areas around the School site.
14. Searches of pupils, possessions and device contents must follow [Appendix 7](#). Confiscation does not itself authorise unrestricted examination of a device. Safeguarding concerns must be referred promptly to the DSL or deputy.
15. Pupils are expected to use a lock on their school locker and ensure that they return it in good order (for example, free from graffiti) at the end of the academic year.

These rules may be subject to amendment.

B.

Pupil Code of Conduct

1. The Aims and Ethos of the School are, "to create an outstanding place of learning, a place where our pupils find academic excellence and the joy which it inspires. We ensure that our pupils' natural curiosity and empathy is ceaselessly nourished. In so doing, we set the conditions which enable them to excel, both during their time with us and throughout their adult lives".
2. It is important for all of us to be aware of, and to live by, the principles - of honesty, fairness, hard work, self-discipline and enjoyment - which have formed the basis of our School community since its foundation. We value manners and service to others. We attach great importance to showing respect in our daily lives for the needs and feelings of all other individuals, groups and for the environment.
3. We value both effort and achievement and no person's worth is measured against that of any other. The School seeks to enable and encourage everyone to meet the demands of school life and, with mutual support, to enable each pupil to find his or her strengths and talents and develop them to the full.
4. Pupils are reminded of the Code of Conduct in assemblies, pastoral briefings and PSHE. The School's three values are:
 - Kind Hearts
 - Curious Minds
 - Courageous Futures
5. Pupils are expected to take pride in their conduct and personal appearance and to show commitment academic, sporting and leisure activities and always to do their best. We hope Pupils will take pride in their membership of the School and will be an ambassador for the School on all occasions. This includes through:
 - a. Appearance and Dress: Pupils must conform to the Code of Dress, and school uniform must be worn during school hours, on the journey to and from School, and for other School activities. Details regarding uniform expectations can be found in the document 'Uniform Policy' which is on the wall of all Tutor Bases and shared with pupils via Teams and through assemblies at regular intervals
 - b. Honesty: Pupils must complete their own work, acknowledge sources and follow teachers' instructions on permitted AI use. Submitting AI-generated work as their own, unauthorised AI completion of work, copying and cheating are academic dishonesty. Established misuse is addressed through [Appendix 3](#) and the Academic Honesty Policy; assessment and examination regulations also apply. Harmful fake images, audio or video are serious behaviour and potential safeguarding concerns, not simply academic misuse.
 - c. General Behaviour: Pupils behaviour must be a credit to themselves and to the School, whether at School or in public places such as streets, on public transport or in private coaches and whether in or out of School hours.

6. The School expects pupils to demonstrate respect for others through:
 - a. Courtesy and Good Manners. Always be ready to offer assistance to members of staff, parents and visitors to the School. The use of bad language is unnecessary, insulting to others and damaging to the person who uses it. For these reasons its use is forbidden and liable to be punished. Pupils are expected to behave with good manners when competing or spectating at team events and to be equally gracious in victory or defeat.
 - b. Effort and Achievement. At School we look for fulfilment and enjoyment and we aim for positive outcomes. We need to respect and encourage each other as individuals and as members of a team. We also encourage enquiry, hard work and high standards.

C.

Rewards and sanctions

Praise and recognition

Staff recognise effort, progress, kindness, integrity and contribution. Everyday recognition includes verbal praise, written feedback, emails or calls home, formal Praise entries linked to School values, Tutor Shout-Outs, House and School assembly recognition, Tutor or Head of House postcards, a weekly tuck voucher for one pupil in each tutor group, invitations to the Headmaster's Lunch, reward trips and other celebrations. Formal Praise is recorded on iSAMS so families can share in it. Criteria for trips and other rewards are communicated separately.

House Colours, sporting awards, School Colours and annual academic, sporting, service and kindness prizes continue alongside everyday recognition. These include the Maurice Finnan Award for Service, Richard Hastie-Smith House Trophy and Masha Shishkina Award for Kindness. Awards recognise achievement and contribution without replacing recognition of individual effort and progress.

Using the framework

Staff respond calmly, separate the behaviour from the pupil, hear the pupil's perspective and use professional judgement. A reminder will usually precede a Disengagement Flag. Disruptive behaviour may lead directly to a Behaviour Detention. Sanctions must be proportionate and take account of age, disability, SEND, religious requirements and other relevant circumstances. Necessary support and reasonable adjustments must be maintained. Serious misconduct may warrant a higher sanction without passing through every lower stage.

Pupils may respectfully discuss a sanction with the member of staff. Routine professional judgements do not carry a separate formal appeal process. This does not prevent correction of a factual or recording error, consideration of an overlooked adjustment, a safeguarding report or use of the School's complaints procedure. Formal disciplinary review rights in [Appendix 5](#) remain available where applicable.

Staff record flags and sanctions accurately on iSAMS, with the reason and relevant action. Teachers inform parents of after-school and Saturday detentions. Tutors monitor emerging patterns; Heads of House and pastoral leads oversee escalation and support. Sensitive safeguarding information is recorded through the safeguarding system. Half-term resets restart accumulation counts, not the underlying records or support history.

Flags and detentions

Entry	Trigger and response	Timing or accumulation	Responsibility
Disengagement Flag	Continued disengagement after a reminder. Three flags across subjects trigger Academic Detention. Disruptive conduct follows the Behaviour Detention route.	Count separately from missed Prep. Each three in a half term; reset at the next half term.	Teacher records; Tutor and pastoral leads monitor.
Missed Prep	Three missed Preps across subjects trigger Academic Detention.	Separate count: each three in a half term; reset at the next half term.	Teacher records; Tutor and pastoral leads monitor.
Unpreparedness Flag	Forgotten books or equipment; absent, uncharged or unattended learning device where relevant. Used to identify support needs, not automatic detention.	No automatic detention threshold.	Teacher records; Tutor and Academic Mentoring Team support.
Uniform Flag	Failure to follow uniform guidance, including lanyards. Three flags trigger Uniform Detention.	Three in a half term; 30 minutes at lunchtime.	Staff record; Head of House monitors escalation.
Academic Detention	Missed-Prep or disengagement thresholds; established academic dishonesty or unauthorised AI use.	Wednesday after School, 30 minutes.	Teacher; accumulation monitored by Tutor and pastoral leads.
Behaviour Detention	Disruption, minor poor behaviour in or out of lessons, or inappropriate learning-device use.	Thursday after School, 30 minutes.	Staff; seek pastoral advice where needed.
Head of House Detention	More serious concerns, including signing-in/out breaches, making another pupil vulnerable, unauthorised absence, sharing a toilet cubicle or missing Academic/Behaviour Detention without good reason.	Thursday after School, one hour.	Head of House or senior pastoral staff.

Chewing Gum Sanction	Chewing gum: supervised removal of gum from School furniture or other affected areas. This is the dedicated sanction, rather than an automatic additional House or Saturday detention.	One hour after School on the Thursday arranged at the end of each half term.	Staff record; pastoral staff coordinate.
Saturday Community Service Detention	Unauthorised phone use; unsafe crossing arrangements; missed House Detention without good reason; rough play; deliberate avoidance of a lesson; or the termly accumulation threshold below.	Saturday, one hour.	Head of House or senior pastoral staff.
Headmaster's Detention	Serious breaches: intimidation or harassment; wilful damage; serious defiance; locker tampering; discriminatory or derogatory language or the support of others' use of this language. Bullying, dependent on the severity this may be escalated, or the House Detention threshold below.	Saturday, two hours.	Head, Head of House or senior pastoral staff, as appropriate.
Sixth Form detention	Behaviour or punctuality concerns under the separate Sixth Form arrangements. Saturday sanctions remain available where appropriate.	Friday, 4.00-5.00pm in the Mezzanine.	Sixth Form leadership and supervising staff.

Accumulation and escalation

Academic and Behaviour Detentions are counted together over the term. When the third is reached, a one-hour Saturday Community Service Detention replaces that third detention; the pupil does not serve both for the same threshold event. Three House Detentions in a term similarly trigger a two-hour Headmaster's Detention in place of the third House Detention. Staff must record the underlying trigger and replacement clearly. Further or significant accumulation is referred to the Head of House or Head of Section for judgement and support; the same third-detention trigger must not be applied again to an unchanged count. The former five-per-year threshold does not apply.

Missing a detention without good reason leads to further sanctions. Serious or repeated behaviour may put a pupil's place at School at risk, but does not cause automatic expulsion: the investigation, support and decision procedures in this policy apply. Heads of House and pastoral leads review patterns with the pupil and parents and consider support alongside escalation.

Practical arrangements

Detentions normally take priority over other commitments. Permission to rearrange must be sought through the relevant Head of Section or Head of Sixth Form. Staff must consider safe

travel, individual needs and reasonable notice to families. Lunchtime detention must leave sufficient time to eat, drink and use the toilet. Community-service tasks, including gum removal, must be supervised, suitable for the pupil and undertaken using safe equipment and appropriate hygiene precautions.

For unauthorised phone use, the normal sanction is a one-hour Saturday Community Service Detention and confiscation. The first occasion normally entails return at 4.00pm on the next school day; the second may entail retention for one week and parent/carer collection; further occasions are referred to the Pastoral Team. Confiscation, safe custody, individual circumstances and any daily hand-in arrangement follow the Mobile Devices Policy. Bringing a smartphone contrary to advisory guidance is not itself a sanctionable breach. Non-permitted jewellery remains at Reception until the end of term under the presentation rules.

Classroom support and removal

An allocated member of SMT is on duty during every lesson to support teaching staff. Where classroom strategies are no longer effective, the teacher contacts that duty SMT member. The duty SMT member receives the pupil, speaks with them and decides whether they can return or must remain out for the rest of the lesson. The duty SMT member ensures continuous adult supervision in an appropriate location and meaningful work if the pupil cannot return. Pupils must not be left unaccompanied in corridors.

A brief conversation outside the room is distinct from disciplinary removal. Formal removal is recorded with its reason, duration, supervising staff and follow-up; parents are informed the same day. The teacher holds a restorative conversation, ideally before the next lesson together and no later than the end of that lesson, so the pupil can make a fresh start. Supportive breaks for individual needs are not sanctions. Seclusion or restraint, if it occurs, must be handled under [Appendix 6](#).

Academic mentoring and progress reports

Tutors and the Academic Mentoring Team provide help with organisation, learning routines and other identified needs. Pupil Progress Reports are short-term supportive interventions using daily feedback and agreed targets, not punishments. The responsible pastoral or academic lead agrees support and reviews progress with the pupil, relevant staff and parents. Repeated flags or sanctions prompt consideration of underlying needs and additional support.

Responsibility of bystanders

Pupils who witness discriminatory or prejudicial language, bullying or other harmful behaviour have an important role in helping to keep the School community safe. Pupils are expected to avoid encouraging the behaviour, seek help and support those affected where they can do so safely.

Pupils should:

- **Avoid joining in or showing approval.** Encouraging the person responsible, applauding, deliberately laughing to signal approval, or approvingly liking or sharing harmful content can reinforce the behaviour and increase its impact.
- **Challenge safely where possible.** A brief statement such as “That is not acceptable” may help, but pupils are not expected to confront others or place themselves at risk.

- **Tell a trusted member of staff promptly.** Pupils can report privately and should seek immediate adult help if someone is unsafe. Reporting a concern is a responsible action.
- **Support the person affected.** Where appropriate, check that they are all right, include them and offer to accompany them to speak to a member of staff.
- **Avoid spreading harmful material.** Do not forward or repost it to draw attention to the incident. Tell a member of staff what exists and follow their guidance about evidence.

Staff must distinguish active encouragement or endorsement from simply being present. Silence, nervous laughter, fear, peer pressure or uncertainty about how to respond must not, on their own, be treated as proof of support. Staff should establish each pupil's actions and circumstances, including their age, understanding and individual needs.

Where a pupil is found to have actively encouraged or endorsed harmful behaviour, sanctions and support will follow the relevant provisions of this policy, including escalation for repeat incidents. Pupils who report concerns or support others must not be subjected to retaliation; any such behaviour will be treated seriously.

Serious misconduct

The Head decides whether suspension is appropriate, considering the individual circumstances. Examples include significant breaches or persistent lower-level behaviour despite support; repeated bullying, harassment or discriminatory language; bringing vapes, e-cigarettes, shisha pens, tobacco, nicotine products, or smoking or vaping paraphernalia to School; and serious misconduct affecting others' safety, welfare or security, including outside School within this policy's scope. Harmful fake images, audio or video may lead to suspension and a safeguarding response. Examples are not exhaustive and sanctions remain proportionate. Appendices 4 and 5 govern investigation and formal decisions.

Investigations into serious breaches of discipline

1. The Head 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 Head 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.
1. 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 and in any event a note of the interview will be made by the interviewing member of staff.
2. The Head may arrange temporary education away from the normal cohort or precautionary suspension pending investigation where necessary following a welfare and risk assessment. This is not a finding of guilt. The decision, reasons, duration and review arrangements will be communicated to parents and kept under regular review. Suitable work will be provided promptly throughout investigatory suspension, with an identified School contact and appropriate pastoral support. Any on-site alternative must provide supervision, meaningful education and access to necessary support; it must not become unrecorded seclusion.

3. A pupil's space, or following appropriate risk assessment, belongings may be searched during the course of the investigation. See Appendix 7 of this policy for the School's policy on searching and confiscation.
4. 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.
5. 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.
6. Where the pupil is the subject of a police investigation the DSL will liaise with the Head 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.
7. The outcome of the investigation, where delegated to a member of staff or other third party, will be reported to the Head. If the findings of the investigation appear to support the allegation, complaint or rumour, a disciplinary meeting will then be convened in accordance with the procedures in Appendix 5 of this policy.
8. Considerations when there is suspected criminal behaviour
 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.
 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.
 3. Where a report is made to the Police, the School will not act in a way which could prejudice a criminal investigation.
 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.
 5. The School will follow its child protection and safeguarding 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.

D.

Disciplinary meeting with the Head

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 Head will take place.

9. Attendance

1. The pupil and their parents (if available) will be invited to attend the disciplinary meeting with the Head. 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. 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.
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 Head as soon as reasonably practicable so that appropriate arrangements can be made.
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.

10. Meeting

1. Documents available at the disciplinary meeting with the Head may include:
 1. a statement setting out the allegations regarding the pupil or, where applicable, the parents;
 2. relevant documents including:
 1. the investigation report;
 2. the pupil's conduct record;
 3. the relevant School policies and procedures.
2. The Head will inform the pupil and their parents of the range of disciplinary sanctions which the Head considers are open to them.
3. The pupil and their parents will have an opportunity to make representations on:
 1. the investigator's findings;
 2. whether they constitute serious misconduct;
 3. the appropriate sanction to be imposed.
4. Unless the Head 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.

11. Decision

1. The Head will consider:
 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;
 2. whether the findings constitute serious misconduct; and
 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).
2. The Head may expel or remove a pupil or impose any other sanction they consider to be appropriate in accordance with this policy.
3. The Head will notify the parents of their decision in writing, with reasons, within five working days of the disciplinary meeting.
4. A decision to expel or remove a pupil shall take effect within five working days of the date of the Head's letter confirming their decision. Until then, the pupil may remain suspended and away from School premises.
5. Suitable work will be provided promptly throughout disciplinary suspension, including periods of five days or fewer. The School will communicate arrangements for accessing work, staff contact and support, and plan reintegration with the pupil and parents. Investigatory suspensions follow the same commitment to continuing education and pastoral contact.

12. Review

1. The parents or the pupil may request a Review of the Head's decision:
 1. to expel or remove a pupil from the School ;or
 2. where the pupil is suspended from the School for 11 working days or more; or
 3. where suspension would result in the pupil missing a public examination.
2. A request for a Review must be made in writing within five working days of the date of the Head's letter confirming their decision.
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.
4. See the **Expulsion and Removal review procedure** for further information about requesting a Review and the detail of the procedure.

13. Leaving status

1. If a pupil is expelled or removed, their leaving status will be one of the following: expelled, removed or, if the offer is made by the Head and accepted by the parents, withdrawn by parents.
2. Additional points of leaving status to be considered may include:
 1. the form of letter which will be written to the parents and the form of announcement in the School;
 2. the form of reference which will be supplied for the pupil;
 3. the entry which will be made on the School record and the pupil's status as a leaver;

4. arrangements for transfer of any course and project work to the pupil, their parents or another school;
5. whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations;
6. whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil;
7. whether the pupil will be entitled to leavers' privileges;
8. the conditions under which the pupil may re-enter School premises in the future; and
9. **financial aspects:** payment of any outstanding fees and extras; whether the deposit will be returned or credited; refund of prepaid fees.

E.

Restrictive interventions and reasonable force

Prevention and lawful use

The School follows Restrictive interventions, including use of reasonable force, in schools (effective April 2026). Staff should use prevention, support and de-escalation to minimise restrictive interventions. Any force must be necessary, proportionate, no more than needed and used for the shortest necessary time. Force must never be used as punishment. Pupils' individual needs, known risks and reasonable adjustments must be considered.

Staff may use reasonable force in the lawful circumstances of preventing injury, a criminal offence, damage to property or disorder. The Head and authorised staff may use reasonable force in a lawful search for the statutory items for which force is permitted, but not solely for items banned under School rules. [Appendix 7](#) applies. A general 'no contact' policy must not prevent appropriate assistance, first aid or lawful protective intervention.

Staff must not restrain pupils in a way that affects their airway, breathing or circulation. Where intervention has occurred, assess the need for prompt medical help. Staff likely to need restrictive interventions must receive suitable training in prevention and safe, lawful practice, with risk assessment and individual support planning where relevant.

Seclusion and restraint

Seclusion means confining a pupil away from others and preventing them leaving, including by blocking or making them believe they will be punished for trying to leave. It is a non-disciplinary intervention, not an ordinary detention, classroom removal or voluntary supportive break. It must not be used as punishment. It may only be used where lawful, necessary and proportionate to immediate safety needs, in a safe place under continuous supervision, and must end as soon as the immediate risk has reduced. Restraint may involve physical contact or other restriction of movement. Neither may be concealed by describing it as isolation or time out.

Recording and reporting

Staff must inform the DSL or deputy promptly and record each significant use of force, each seclusion incident and each restraint incident as soon as practicable, endeavouring to complete the record the same day. The requirement applies even where an intervention was anticipated in a support plan. The written record includes the pupil and staff involved, time, place, duration, needs and circumstances, triggers, preventative action, reasons for necessity, type and degree of intervention, injuries, medical treatment and subsequent support.

Parents must be informed of significant force incidents as soon as practicable, endeavouring to do so the same day. Information about seclusion and restraint must be provided to parents in writing as soon as practicable, with the same-day aim. Record when and how parents were informed. Reports must describe the intervention, reasons, timing, duration and any injuries. Where reporting would be likely to cause serious harm, follow the statutory exception: report to any parent to whom disclosure can safely be made or, if none, the local authority where the pupil ordinarily resides. The statutory exception for pupils aged 20 or over also applies.

Support oversight and complaints

The DSL and relevant senior staff arrange pupil and staff support, consider medical assessment, and review incidents to reduce recurrence. Follow-up conversations should hear the pupil's and staff member's accounts and support relationships, ideally with an uninvolved member of staff facilitating. Witnesses may also need support. Relevant support plans and risk assessments must be reviewed. Governors and school leaders monitor patterns and disparities, training needs and effective implementation. Allegations about staff conduct and complaints must follow the Safeguarding Policy and complaints procedures.

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.
14. The School's policy on searching and confiscation has regard to the DfE guidance *Searching, screening and confiscation: advice for schools* (DfE, July 2022, in force from September 2022).

15. Prohibited items

1. The following are "prohibited items"
 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):
 1. knives or weapons, alcohol, illegal drugs and stolen items;
 2. tobacco and cigarette papers, fireworks and pornographic images;
 3. any article that a member of staff reasonably suspects has been, or is likely to be used:
 1. to commit an offence; or
 2. to cause personal injury to, or damage to the property of, any person (including the pupil); and
 2. School-rule items which may also be searched for include vapes, vaping paraphernalia, nicotine products, imitation weapons that do not otherwise fall within a statutory category, and phones or personal devices reasonably suspected to be held or used in

breach of the School's rules. Possession of an otherwise permitted phone or audio device is not prohibited. Force must never be used solely to search for a School-rule item; if an item independently falls within a statutory category, staff must apply the relevant lawful conditions.

2. Pupils must not possess statutory prohibited items or items banned by School rules while on School premises or in the School's lawful charge. Items such as permitted phones may instead be subject to storage and use restrictions. Staff must distinguish these categories when deciding whether a search is lawful and whether force is permitted.

16. Searching pupils

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.
2. Staff must consider the pupil's age, understanding, SEND, disability and other needs and make necessary reasonable adjustments. Explain the reason, process and arrangements for the search in a way the pupil can understand.
3. If a pupil refuses a search, the Head or authorised member of staff must assess the lawful basis, urgency, welfare concerns and alternatives. Reasonable force is permitted only for the statutory prohibited-item categories for which the law allows it, not solely for School-rule items. Refusal does not itself establish possession or justify force.
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.
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.
6. Refusal to cooperate with a lawful search for a School-rule item may be considered under this policy after the pupil's understanding, needs, reasons and welfare have been assessed. It must not lead to the use of force solely to obtain that item.
7. If a search is considered necessary, but not required urgently, the advice of the Head / DSL and /or pastoral member staff should be sought. During this time the pupil should be supervised and kept away from other pupils.
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 settings^[1].
9. If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
 1. a search of outer clothing; and / or
 2. a search of School property, such as the pupil's locker or desk; and/or
 3. a search of personal property (e.g. bag or pencil case).
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.

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.
12. Items found may be seized, retained or disposed of only where lawful and in accordance with this appendix. Staff must consider safeguarding and refer concerns to the DSL or deputy. Any sanction requires an assessment of the circumstances; finding an item does not remove the need for proportionality and appropriate support.

17. Strip searching

1. A strip search involving the removal of more than outer clothing and 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).
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.
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.
4. School staff must advocate for the pupil's welfare and ensure that the appropriate-adult safeguards required by the applicable PACE Codes are followed. Staff must not treat an appropriate adult as optional where the legal safeguards require one. The DSL coordinates contact with parents and police and arranges support before and after police involvement.

18. After a search

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.
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.

19. Recording searches

1. All School searches and all police searches must be recorded in the School's safeguarding reporting system, whether or not an item is found, with the details below. The DSL or deputy reviews records for risks and any necessary safeguarding response.
2. Records of the search will include
 1. the date, time and location of the search;

2. which pupil was searched;
 3. who conducted the search and any other adults or pupils present;
 4. what was being searched for;
 5. the reason for searching;
 6. what items, if any were found; and
 7. what follow up action was taken as a consequence of the search.
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.

20. Confiscation

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.
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.

21. Electronic devices

1. The Mobile Devices Policy for Pupils governs phones and personal audio devices, including individual adjustments and separate Sixth Form arrangements. Approved learning laptops and tablets are distinct from personal phones and must be used under staff direction and the acceptable-use rules. Device-use restrictions do not authorise unrestricted examination of personal data.
2. An authorised member of staff may examine data on a device lawfully seized through a search only where the legal conditions and good reason are established. Examination must be limited to what is necessary and recorded. A senior member of staff must coordinate the process and consult the DSL where safeguarding is involved; IT staff may provide technical assistance but their presence does not itself provide authority to search.
3. Decisions to retain, return or delete data must be lawful, necessary and recorded. Where material may be evidence of an offence, obtain appropriate police or safeguarding advice before deletion and preserve evidence without creating inappropriate copies. Staff must not routinely browse or delete content simply because a device has been confiscated.
4. The DSL leads safeguarding decisions concerning harmful content, consulting the Head and external agencies as appropriate under Keeping children safe in education 2026 and the School's Safeguarding Policy. Disciplinary action must not interfere with safeguarding or a police investigation.
5. 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.
6. Where nude or semi-nude imagery of a child is suspected, including manipulated or AI-generated imagery, staff must not intentionally view, copy, print, save or forward it and must not ask a pupil to send it to staff. Secure the device as appropriate and refer

immediately to the DSL or deputy. Any exceptional viewing decision must follow UKCIS guidance and be documented by the DSL; images must not be copied into School records.

7. The School will comply with data protection law in relation to any search of any electronic device.

22. Disposal of confiscated items

1. **Alcohol:** alcohol which has been confiscated will be destroyed.
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 Head or authorised member of staff, 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.
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.
4. **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Head or authorised member of staff, 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.
5. **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed.
6. **Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Head or other authorised member of staff.
7. **Pornographic or sexual imagery involving children, or material suspected to be evidence of an offence: secure the device as appropriate and refer to the DSL immediately. The DSL will coordinate police and children's social care involvement and lawful evidence handling under the Safeguarding Policy and UKCIS guidance. Staff must not copy or forward imagery themselves or delete potential evidence before appropriate advice.**
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.
9. **Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Head or authorised member of staff 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. **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
11. **An item banned under School rules:** such items may, at the discretion of the School or authorised member of staff 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.
12. Phone confiscation periods, return and collection arrangements follow the Mobile Devices Policy and [Appendix 3](#), including proportionality, secure storage, parent contact and safe travel. Necessary medical or disability support must not be withdrawn as punishment.
13. **Where a device may be evidence in disciplinary or criminal proceedings, the Head and DSL will determine lawful retention and referral arrangements and communicate these as appropriate. Any restriction on bringing a device must preserve necessary medical and disability adjustments. Approved learning devices must not be treated as generally prohibited personal phones.**

23. Communication with parents

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.
2. Parents should be informed as soon as practicable of searches for prohibited items, the outcome, confiscated items and resulting action. Where disclosure may increase safeguarding risk or prejudice a police response, the DSL must coordinate the appropriate approach with relevant agencies and record reasons.
3. In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
4. Records of all searches are retained and reviewed under the recording-searches provisions of this appendix.
5. Complaints about searching or confiscation will be dealt with through the School's parental complaints policy and procedures.
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.

