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| POLICY TITLE | Promoting Good Behaviour Policy |
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| Policy Area | Safeguarding |
| Author | Deputy Head: Pastoral |
| Relevant Statutory Regulations | The Education (Independent School Standards) Regulations 2014 National minimum standards for boarding schools (Department for Education (DfE), September 2022) Education and Skills Act 2008 Children Act 1989 Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR) Equality Act 2010 Keeping Children Safe in Education (KCSIE September 2025) Working Together to Improve School Attendance (DfE, 2024) |
| Senior Team Lead | Deputy Head: Pastoral |
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1 Aims

- 1.1 This is the promoting good behaviour policy of Roedean School (**School**).
- 1.2 Good behaviour is a prerequisite of living and working in a school community, of good teaching and learning and of maintaining a safe and secure environment for everyone. Pupils at the School are expected to display high standards of behaviour and take increasing responsibility for self-discipline. The Head and Senior Leadership Team model these high standards and expect all colleagues to do the same so as to engender a school wide expectation of excellent behaviour.
- 1.3 The rules and regulations outlined below are designed, in accordance with the School's aims, in order that the School may be a safe, supportive, friendly and caring place where members of the community show consideration, concern and respect for each other. All girls in the School are expected to comply with these rules and severe or consistent breach of the School rules may result in the pupil's place at the School being at risk.
- 1.4 The aims of this policy are as follows:
 - 1.4.1 to create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential;
 - 1.4.2 to create, promote and maintain high standards of behaviour amongst pupils;
 - 1.4.3 to actively promote and safeguard the welfare of pupils at the School and to protect all who come into contact with the School from harm;
 - 1.4.4 to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the School community;
 - 1.4.5 to set out a clear and fair process for the proper investigation of allegations of poor behaviour and / or breaches of discipline;
 - 1.4.6 to encourage pupils to accept responsibility for their behaviour;
 - 1.4.7 to set out the sanctions available to the School in the event of pupil misbehaviour;
 - 1.4.8 to help to promote a whole school culture of safety, equality, inclusion and protection;
 - 1.4.9 to ensure, so far as possible, that every pupil at the School is able to benefit from and make her full contribution to the life of the School, consistent always with the needs of the School community;
 - 1.4.10 to promote a safe, positive environment in which pupils have the opportunities to discover and develop their talents;
 - 1.4.11 to consider how negative behaviours can be prevented or prevented from recurring;

- 1.4.12 to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
- 1.4.13 to enable the Head to carry out their responsibilities of maintaining order and good discipline in the School.
- 1.5 This policy forms part of the School's whole school approach to promoting child safeguarding and well-being, which seeks to involve everyone at the School to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.
- 1.6 Although this policy is necessarily detailed, it is important to the School that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.
- 2 Scope and application**
 - 2.1 This policy applies to the whole School.
 - 2.2 This policy (together with the School rules (see Appendix 1) and all School policies on behaviour and discipline) applies to all pupils at the School and at all times when a pupil is:
 - 2.2.1 in or at School (to include any period of remote provision);
 - 2.2.2 representing the School or wearing School uniform;
 - 2.2.3 travelling to or from School;
 - 2.2.4 on School-organised trips; or
 - 2.2.5 associated with the School at any time.
 - 2.3 This policy shall also apply to pupils at all times and places including out of school hours and off-school premises in circumstances where failing to apply this policy may:
 - 2.3.1 affect the health, safety or well-being of a member of the School community or a member of the public;
 - 2.3.2 have repercussions for the orderly running of the School; or
 - 2.3.3 bring the School into disrepute.
- 3 Regulatory framework**
 - 3.1 This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1 The Education (Independent School Standards) Regulations 2014;
 - 3.1.2 *Boarding schools: National minimum standards for boarding schools* (Department for Education (DfE), September 2022);
 - 3.1.3 Education and Skills Act 2008;

- 3.1.4 Children Act 1989;
- 3.1.5 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
- 3.1.6 Human Rights Act 1998 and
- 3.1.7 Equality Act 2010.
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 Keeping children safe in education 2025 (DfE, updated September 2025 (**KCSIE**);
 - 3.2.2 Working together to safeguard children 2023 (DfE, updated 2025);
 - 3.2.3 Information sharing advice for safeguarding practitioners (HM Government, July 2024);
 - 3.2.4 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);
 - 3.2.5 Use of reasonable force (DfE, July 2013);
 - 3.2.6 Searching, screening and confiscation: advice for schools (DfE, 2023);
 - 3.2.7 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024);
 - 3.2.8 Equality Act 2010: advice for schools (DfE, June 2018);
 - 3.2.9 Police and Criminal Evidence Act 1984 (PACE) Codes of Practices Code C (Home Office 2019);
 - 3.2.10 Mental health and behaviour in schools (DfE, November 2018); and
 - 3.2.11 Relationships and Sex Education (RSE) and Health Education (DfE, 2025).
 - 3.2.12 Working Together to Safeguard Attendance (DfE, 2024)
- 3.3 The following School policies, procedures and resource materials are relevant to this policy:
 - 3.3.1 ICT acceptable use policy for pupils;
 - 3.3.2 preventing and tackling bullying policy;
 - 3.3.3 anti-substance and alcohol abuse policy;
 - 3.3.4 online safety policy;
 - 3.3.5 safeguarding and child protection policy and procedures;
 - 3.3.6 risk assessment policy for pupil welfare;
 - 3.3.7 special educational needs, disability and learning support policy;

- 3.3.8 exclusions policy;
- 3.3.9 staff code of conduct;
- 3.3.10 school rules; and
- 3.3.11 relationships and sex education policy.
- 3.3.12 searching and confiscation policy

4 **Publication and availability**

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the School Office during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to the **Proprietor** are references to the Council of Roedean School.
 - 5.1.2 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening School holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.
 - 5.1.3 References to the **Head** may include deputies.
 - 5.1.4 References to **Parent** or **Parents** includes one or both of the parents, or those with parental responsibility, or care of a child e.g. legal guardian or education guardian. Communications or instructions from one of the Parents, or any person with parental responsibility, shall be deemed by the School to be received from both Parents unless there is clear evidence of a contrary view. This requirement does not apply to the giving of notice for cancellation of a place or the withdrawal of a pupil from the School. The persons required to consent or give notice of cancellation or withdrawal are set out in the parent contract.
 - 5.1.5 References to an **appeal** are to the Parents' right to appeal against a decision made by the Head by lodging an appeal in writing to the Chair of the Council of Trustees via the Clerk to the Council.

6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 In discharging its responsibilities under this policy, the Proprietor expects school leaders and staff to undertake the following roles:
- 6.3 School leaders will:
 - 6.3.1 be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
 - 6.3.2 play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
 - 6.3.3 make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
 - 6.3.4 consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy
 - 6.3.5 ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupils behaviour;
 - 6.3.6 encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.
- 6.4 School staff will:
 - 6.4.1 play an important role in developing calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;
 - 6.4.2 uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this policy, so pupils can see examples of good habits and confident to ask for help when needed;
 - 6.4.3 challenge pupils to meet the school expectations and maintain boundaries of acceptable conduct;
 - 6.4.4 communicate school expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils;
 - 6.4.5 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

6.5 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 | Deputy Head: Pastoral | As required, and at least termly |
| Reviewing induction and ongoing training for staff | Deputy Head: Pastoral | As required, and at least termly |
| Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness | Deputy Head: Pastoral | 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 | 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

- 7.1 Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE, relationships and sex education programme 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.
- 7.2 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 2.
- 7.3 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.
- 7.4 Key to assisting all pupils to thrive is helping pupils to recognise when they are at risk and how to get help when needed. The School puts the following support

systems in place to help address pupil's misbehaviour, such as: Daily Report Card monitoring/Individual Action/Pastoral Support Plan with targets, or mentoring from House staff, Tutor or Year Head.

- 7.5 In order to ensure support systems are effectively employed, the safeguarding team attend weekly meetings to attain an over-arching view of the challenges affecting individual pupils. This includes reviewing attendance, arising pastoral concerns and learning concerns.
- 7.6 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.
- 7.7 Staff are trained to recognise and respond to emerging online harms, including misinformation, disinformation, and conspiracy theories, in line with KCSIE 2025.

8 Minor breaches of discipline

- 8.1 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.
- 8.2 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.
- 8.3 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).
- 8.4 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.
- 8.5 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole.

9 Serious breaches of discipline

- 9.1 Allegations, complaints or rumours of serious breaches of discipline should be referred to the Deputy Head: Pastoral.
- 9.2 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:

- 9.2.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the School policy on smoking, drugs and substances;
 - 9.2.2 actual or attempted theft, blackmail, intimidation, cyber-based bullying, prejudice-based bullying, discriminatory-based bullying or other potentially criminal offences including being an accessory or conspirator;
 - 9.2.3 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);
 - 9.2.4 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh" or "part of growing up");
 - 9.2.5 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
 - 9.2.6 abuse in intimate personal relationships between peers (teenage relationship abuse);
 - 9.2.7 sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;
 - 9.2.8 consensual and non-consensual sharing of nudes and semi-nude images and / or videos;
 - 9.2.9 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
 - 9.2.10 supply or possession of pornography;
 - 9.2.11 behaviour which may constitute a criminal offence, such as:
 - (a) possession or use of firearms, knives or other weapons;
 - (b) vandalism, defacement and / or destruction of school property;
 - 9.2.12 persistent minor breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos;
 - 9.2.13 other misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes); and
 - 9.2.14 other misconduct specifically provided for in the School's parent contract and School rules.
- 9.3 Sanctions for serious breaches of discipline include:
- 9.3.1 **Temporary Suspension:** a pupil may be sent or released home for a limited period as a disciplinary sanction.

9.3.2 **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:

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

In these circumstances, and at the sole discretion of the Head, the Parents may be permitted to withdraw the pupil as an alternative to removal being required.

9.3.3 **Permanent Exclusion:** a pupil may be permanently excluded from the School for a serious breach of discipline as defined in 9.2, suspected, criminal offences and for the avoidance of doubt, for persistent lower level breaches.

9.4 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 4.

9.5 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.

9.6 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.

9.7 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:

9.7.1 the factual findings made;

9.7.2 whether or not they constitute serious misconduct; and

9.7.3 the sanctions under consideration.

9.8 Sanctions imposed will be fair and proportionate to the breach.

9.9 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 The role of Parents

- 10.1 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.
- 10.2 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.
- 10.3 All Parents will be notified of any pending disciplinary hearing in accordance with paragraph 9.7.
- 10.4 Parents will be notified of disciplinary sanctions:
 - 10.4.1 imposed for significant minor breaches of discipline (i.e. gating or more serious sanctions or persistent minor breaches such as demerits); and those
 - 10.4.2 imposed for serious breaches of discipline and any rights of review;
 - 10.4.3 as required and / or within School reports.
- 10.5 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.

11 The role of pupils

- 11.1 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.
- 11.2 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.

12 Additional needs

- 12.1 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:
 - 12.1.1 whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;
 - 12.1.2 whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;

- 12.1.3 whether in the light of conclusions reached in respect of 12.1.1 and 12.1.2, the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include:
- (a) ensuring that education, benefits, facilities and services are targeted at those who most need them;
 - (b) the fair exercise of powers;
 - (c) ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the School's safeguarding and child protection policy and procedures);
 - (d) maintaining academic and behaviour standards; and
 - (e) ensuring the well-being and dignity of pupils.
- 12.2 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 Learning Support and further action in accordance with the School's special educational needs, disability and learning support policy will be considered.
- 13 Safeguarding and child-on-child abuse**
- 13.1 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:
- 13.1.1 bullying (including cyber-bullying, prejudice-based and discriminatory-based bullying);
 - 13.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);
 - 13.1.3 sexual violence and / or sexual harassment (which may include an online element which encourages sexual violence);
 - 13.1.4 causing somebody to engage in sexual activity without consent;
 - 13.1.5 upskirting and / or attempts to commit upskirting;
 - 13.1.6 consensual and non-consensual sharing nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery); and
 - 13.1.7 initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
 - 13.1.8 staff are trained to avoid minimising harmful behaviours (e.g., dismissing sexual harassment as 'banter') and to adopt a contextual safeguarding approach.

- 13.1.9 staff are trained to identify and respond to emerging online harms, including misinformation, disinformation, conspiracy theories, and AI-generated content, in line with KCSIE 2025.
- 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 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.
- 13.3 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.
- 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 and procedures. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the safeguarding and child protection policy and procedures will take priority.
- 14 **Malicious allegations**
- 14.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Head will also consider whether to take disciplinary action against the pupil in accordance with this policy.
- 14.2 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.
- 14.3 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.

15 Use of reasonable force

- 15.1 Corporal punishment is not used at the School and force must never be used as a form of punishment.
- 15.2 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 6 and the school's reasonable force policy. More detailed guidance about the use of reasonable force is provided to staff in the Staff code of conduct.

16 Searching pupils

- 16.1 School staff may search a pupil and their possessions and boarding accommodation 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.
- 16.2 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 pupils' possessions, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Please see Appendix 7 and the School's policy on searching and confiscation and the definition of prohibited items.

17 Staff training

- 17.1 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:
 - 17.1.1 how staff can support pupils in meeting high standards of behaviour
 - 17.1.2 how staff can to ensure that this policy and sanctions is applied in a way that is consistent, fair, proportionate and predictable way
 - 17.1.3 where applicable to reflect the need of particular pupils
- 17.2 The level and frequency of training depends on the role of the individual member of staff.
- 17.3 The School maintains written records of all staff training.

18 Risk assessment

- 18.1 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 in accordance with the School's risk assessment for pupil welfare policy
- 18.2 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.

- 18.3 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.
- 18.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to Heads of Year and Housemistresses/masters who have been properly trained in, and tasked with, carrying out the particular assessment.
- 18.5 Attendance concerns will be assessed in line with the statutory guidance 'Working Together to Safeguard Attendance' (DfE, 2025)

19 Record keeping

- 19.1 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.

- 19.2 The School will keep a separate record for:

19.2.1 allegations and concerns reported in respect of:

- (a) sexual harassment or sexual violence
- (b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / biphobic / transphobic bullying, use of derogatory language and racist incidents

19.2.2 the School will keep a separate record of permanent exclusions, pupils taken off roll, incidents of poor behaviour, use of internal isolation and sanctions imposed for serious misbehaviour. The record will include:

- (a) the name and year group of the pupil concerned;
- (b) the nature and date of the offence;
- (c) the sanction imposed and reason for it;
- (d) the name of the person imposing the sanction; and
- (e) identifying whether these are relating to boarding.

- 19.3 This record is reviewed regularly by the 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.

- 19.4 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.

20 Version control

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| Date of adoption of this policy | September 2025 |
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| Date of last review of this policy | August 2025 |
| Date for next review of this policy | August 2026 |
| Policy owner (SMT) | Deputy Head: Pastoral |
| Policy owner (Proprietor) | Council of Trustees, Roedean School. |

Appendix 1 School Rules

The School has high expectations of good behaviour from all pupils. The key expectations of the School will comply with good education practice and will promote good behaviour. The key expectations include, but are not limited to, the rules, routines and norms set out below:

1.1 Physical or emotional harm (see Preventing and Tackling Bullying Policy)

- (a) Causing another girl mental or physical anguish by bullying or teasing is unacceptable behaviour and will be dealt with in accordance with the School's Preventing and Tackling Bully Policy and this Promoting Good Behaviour Policy.
- (b) Causing emotional harm or inciting physical, emotional, psychological or sexual harm through the use of electronic media is also unacceptable and will be dealt with in accordance with the School's Safeguarding Policy, Preventing and Tackling Bully Policy and this Promoting Good Behaviour Policy (see the Internet Contract that each girl has signed).
- (c) If a pupil is being bullied, or they know that someone else is, they are encouraged to tell staff straight away so that it can be dealt with.

1.2 Smoking (see Smoking Policy)

- (a) The whole school site is a strict no-smoking zone.
- (b) No pupil is permitted to smoke or be in possession of cigarettes (including electronic cigarettes, shisha sticks, etc.) or any other smoking paraphernalia anywhere on the School site, travelling to or from school, on a school trip or at any time when in the care of the School.
- (c) Any pupil found in breach of this rule will be subject to the sanctions below.

First offence: Level 2 sanction and a letter to the pupil's parents from her house.

Second offence: Level 2 sanction again and a letter to the pupil's parents from the Head or Deputy Head.

Third offence: Level 3 sanction and consideration of temporary suspension from the School, in accordance with the School's Exclusions Policy.

- (d) Day Girls may be subject to sanctions, placed on report and able only to attend lessons and meals.
- (e) Anyone committing a smoking offence within school buildings should expect more serious consequences because of the risk to the health and safety of other pupils and staff.
- (f) The Head follows these sanctions at their discretion and may move immediately to a more serious response if the situation warrants it, taking into account all of the individual circumstances. This may include contacting external agencies such as the police, as appropriate.

1.3 Alcohol (see Anti-Substance and Alcohol Abuse Policy)

- (a) The consumption of alcohol is strictly forbidden other than on certain specified Sixth Form social occasions with the permission of the house staff and parents. At such occasions, alcoholic drinks will be served to pupils under close supervision, and no pupil will be offered more than one glass of wine or beer. Spirits will not be served. If a pupil is found drinking or with alcohol on her person or among her possessions or she is found to have supplied other pupils with alcohol, she will be subject to the sanctions below.
- First offence: Level 2 sanction and a letter to the pupil's parents from her house.
 - Second offence: Level 2 sanction and a letter to the pupil's parents from the Head or Deputy Head.
 - Third offence: Level 3 Sanction and consideration of temporary suspension from the School, in accordance with the School's Exclusions Policy.
- (b) Day Girls may be subject to sanctions and placed on report, able only to attend lessons and meals.
- (c) The Head follows these sanctions at their discretion and may move immediately to a more serious response if the situation warrants it, taking into account all of the individual circumstances. This may include contacting external agencies such as the Police, as appropriate.

1.4 Illegal substances (see Anti-Substance and Alcohol Abuse Policy).

- (a) The School Council intends that the School remain an environment that is free from illegal substances. This includes any controlled drug, any prescription drug which is not medically prescribed for the individual using it, and any form of 'legal high'.
- (b) Pupils who are on site whilst under the influence of illegal substances or alcohol are unable to participate fully in learning. They may also present a safety risk to themselves and others. Such behaviour will be treated as a breach of this policy.
- (c) A breach of this policy will be treated as a very serious disciplinary matter. Although permanent exclusion will not be an automatic response to a drug incident, pupils found guilty of drug related offences whilst on school premises may temporarily or permanently lose their place at the School in accordance with the School's Exclusions Policy.
- (d) In appropriate circumstances the Head may offer a supportive drug testing regime and involve external agencies as appropriate. The School recognises safeguarding issues may arise from, or be a cause of, the use of drugs. Support may offered beyond testing e.g. counselling or education, taking into account the individual circumstances of the case. Disciplinary measures taken by the school and support provided are not mutually exclusive.
- (d) Senior Team are likely to inform the police of the possession, consumption or supply of illegal substances by a pupil of the School since each constitute a criminal offence. The Police will not normally need to be involved in incidents involving legal drugs, but the Head may inform Trading Standards or Police about

the inappropriate sale or supply of tobacco, alcohol or volatile substances to pupils or by pupils at the School.

- (e) Each incident will be considered on an individual basis and the school recognises that a variety of responses will be necessary.

1.5 Sexual activity

- (a) Sexual activity, including sexual harassment and sexual violence (including online), sexting and sending explicit or inappropriate or harmful material/ images between pupils or any other individual or groups is not permitted within a school community.

1.6 Personal property

- (a) Personal property must be respected at all times. It is particularly important that items are never removed from someone else's property without permission, even if it is intended as something borrowed. Stealing is considered to be a very serious offence for which a pupil's place at the School may be placed at risk.
- (b) All clothes and personal items must be clearly marked with the pupil's name. Valuable jewellery or other valuable items should not be brought to school.
- (c) Pupils are also reminded that the School is unable to insure personal property but does provide a locked drawer or locker for every girl in the School, which should be used.
- (d) All money should be handed in to the School bank. It is irresponsible to leave valuables in places where they may be a temptation to others.

1.7 School environment

- (a) In order to keep the surroundings for work and leisure clean and comfortable, all members of the School community are expected to respect school property and to keep the School buildings and grounds free from litter.
- (b) Bags should not be left in corridors or other areas where they may cause a risk to health and safety.
- (c) Meals are consumed in the dining rooms and food may not be removed from the dining area. Food may not be consumed anywhere in main school. Chewing gum is not allowed in school.
- (d) Graffiti of any kind is strictly forbidden throughout the School. Pupils who deface property will be expected to pay for its restoration and may face disciplinary sanctions.
- (e) Loud music must not be played in the houses so that it can be heard on the terrace or the quadrangle.
- (f) Flowers, wild or cultivated, may not be picked.

1.8 Mobile technologies (see the ICT Policy and the ICT Acceptable Use for Pupils Policy)

- (a) Mobile technologies must not be used to cause or incite physical, emotional or sexual or any other harm. Breach of this will be considered a serious breach of school discipline for which a pupil may receive a disciplinary sanction in accordance with this policy
- (b) Mobile phones and other electronic devices must not be used in main school (including the dining room) during the working day unless express prior permission has been given by a member of staff.
- (c) Pupils in Year 7-10 will hand in their mobile phones at the start of the day and Heads of Year will retain them in a lockable cabinet. They are able to collect their phones at 17:00 each day. If a pupil needs to contact home in an emergency, they can use phones in the School Office or Pastoral Manager's office.
- (d) In the Health Centre, mobile phones may only be used with the permission of the Health Centre staff.
- (e) The School recognises that, in exceptional circumstances, there may be occasions when the School needs to move to online learning and there is an additional Pupil Code of Conduct (Appendix 7 of the ICT acceptable use for pupils policy) to promote good behaviour during these times.
- (f) Pupils must not engage in the sharing or promotion of misinformation, disinformation, or conspiracy theories. Breaches may be treated as safeguarding concerns.

1.9 Learning (see the Teaching and Learning Policy)

- (a) Attendance at lessons and punctuality are essential to learning. If a class, tutor meeting or other school commitment must be missed, permission must be sought from the adult in charge beforehand. No lessons or tutor meetings may be missed unless express prior permission has been given.
- (b) Pupils must arrive on time for lessons with the correct books and equipment.
- (c) Instances of continued lateness, poor standard of prep and failure to bring equipment to lessons will lead to appropriate sanctions.
- (d) It is important that those who wish to work should be able to do so undisturbed by others.
- (e) Silence should be observed in the School libraries.

1.10 Chapel

- (a) Attendance at Chapel services is compulsory except for those officially excused on religious grounds. Extra-curricular activities, such as music lessons or driving lessons, should not be arranged during Chapel times.
- (b) Pupils seeking to be excused from Chapel on religious grounds, must make this request in writing from their parents to the Head as soon as possible. All requests will be considered on a case by case and the School will comply with its duties under the Equality Act 2010.

1.11 Absences from school and leaving without permission (also see Missing Pupil Policy)

- (a) Absence from school will only be granted for very special occasions such as important family occasions, visits to universities or special reunions at previous schools. For permission to be absent, pupils should contact the Deputy Head: Pastoral with a written request from their parents. Granting absence is in the absolute discretion of the Head.
- (b) Permission to miss school at the beginning or end of term should be sought well in advance from the Deputy Head: Pastoral and will be granted only in exceptional circumstances and in the absolute discretion of the Head. Pupils must ensure that their travel arrangements coincide with the published dates and times for the beginning and end of term.
- (c) Should a day pupil be unable to attend school due to sickness or otherwise, her parent/guardian should telephone the House or School Office before 08.00 hours.
- (d) Pupils are not allowed to leave the School grounds without permission. Senior boarders and Sixth Form pupils should adhere to guidelines for leaving School premises.

1.12 Site safety

- (a) Pupils must keep away from all boundary areas of the School.
- (b) Pupils may not use the Science laboratories unless a member of staff is present. With special prior permission, Sixth Form pupils may occasionally be permitted to use the laboratories without supervision.
- (c) The swimming pool may only be used at specified times when it is adequately supervised and in the presence of a life saver.
- (d) The main coast road in front of the School may be crossed only by using the pedestrian crossing by the Roedean Café.
- (e) Pupils in other Houses may not visit Keswick House after supper without permission from their own House and Keswick House staff. Pupils must sign out of their own House when visiting Keswick House.
- (f) Pupils must take notice of the fire regulations displayed in each House and each classroom. On no account must fire appliances or the alarm system be used or activated except in case of an emergency. Any person may activate the fire alarm call point in the event of a fire. Appliances such as fire extinguishers should be used only by those confident to do so e.g. trained members of staff
- (g) Climbing out of windows or onto the fire escape (except in a fire emergency) or any roof, including the cloister roof, is strictly forbidden.
- (h) The workshop and surrounding yards are out of bounds at all times.
- (i) Sunbathing and any activity which may disturb others are forbidden at all times on the terrace and in the quadrangle. Pupils may sunbathe in the area below the swimming pool however, pupils must remain suitably covered and use sun cream if

they choose to sunbathe at School; a bikini alone is not considered to be appropriate.

- (j) In general, pupils are not permitted to be in the grounds after dark except when travelling from one building to another [●or for the purposes of a curricular or extra-curricular School activity].
- (k) Pupils should be aware of the traffic on site and must take care when crossing and using the roads.

1.13 Offsite Behaviour

- (a) School behavioural expectations and the code of conduct apply to pupils when using the School minibus transport services (refer to Transport Policy appendix F),
- (b) School behavioural expectations and the code of conduct apply to pupils when going off site for school visits and trips (see separate Code of Conduct for pupils on residential visits).
- (c) School behavioural expectations and the code of conduct will also apply to pupils when in some other way identifiable as a pupil at the school; that could have repercussions for the orderly running of the school; that poses a threat to another pupil; or that could adversely affect the reputation of the school.

1.14 Allegations against staff

- (a) The School strongly encourages any pupil who is at risk of harm to seek help from a member of staff or external agency (e.g. Childline 0800 1111).
- (b) If an allegation of abuse of a pupil by a member of staff is made, the appropriate procedures as set out in the School's Safeguarding and Child Protection Policy will be followed, in partnership with the Local Area Designated Officer (LADO) from Brighton and Hove local safeguarding children partners.
- (c) If a pupil is found to have made a malicious allegation against a member of staff, the School may consider whether any disciplinary action within this policy is appropriate as well as following the appropriate procedures as set out in the School's Safeguarding Policy.

2 Code of Conduct for Pupils

2.1 Classrooms

All pupils are expected to abide by the following rules:

- (a) Bring correct equipment and be ready to work.
- (b) Pay attention, be positive and polite.
- (c) Aim to complete all set tasks to the best of your ability.
- (d) Treat the teacher and pupils in your classes with respect.
- (e) Mobile phones, headphones and electronic devices may not be used in Main School during the working day except and unless express prior permission has been given by a member of staff.
- (f) No food and drink is allowed in the classroom, other than small bottles of cold water.
- (g) Maintain prep diaries neatly and accurately.

2.2 Corridors

- (a) Walk calmly.
- (b) Leave bags only in appropriate places.
- (c) Food or drinks should not be consumed in the corridor.

2.3 Dining Hall

- (a) Queue in a single file as directed by members of staff.
- (b) Sit at the table and converse with others politely.
- (c) Clear your table when finished.

2.4 Uniform and appearance

- (a) Look tidy and wear the correct uniform.
- (b) Long hair to be tied back.
- (c) Body piercing is not permitted with the exception of one in each ear.
- (d) Jewellery may not be worn with school uniform other than one small set of earrings and a watch.
- (e) No tattoos.
- (f) Hair to be of a natural colour.

2.5 Sixth Form Dress Code requirements

Our sixth form pupils are role models for younger years and ambassadors for the school. They set the tone for those lower down the school therefore it is essential that they maintain a smart and purposeful look around the school site, whilst also being able to express their individuality.

- (a) School blazer
- (b) Black or navy business style/tailored skirt or trousers
- (c) Business style shirt or blouse (logos should be discreet). A white shirt is required for formal occasions
- (d) Single colour jumper or cardigan
- (e) Polished or suede shoes, with appropriate heel
- (f) Hair styles, make-up and jewellery must be neat, tidy, and discreet.

Appendix 2 Rewards

The School seeks to establish a culture of promoting good behaviour and believes that all pupils should have opportunities to achieve success. Every member of staff should understand their role in rewarding good behaviour.

1 Merits

- 1.1 Merits are given for especially good pieces of work at top of class level/test/presentations in a subject or for a really good effort on the part of the pupil.. Merits are also awarded to year groups for extra-curricular involvement and for good contributions or behaviour in the boarding Houses.
- 1.2 Merits are collated by Tutors and entered into the academic database on a termly basis. Commendations count towards merits, form prizes and points for the inter-team Gordon Clarke Trophy (Bucket Cup) competition.

2 Commendations

- 2.1 Commendations are awarded for any pupil achieving or contributing at top of year group level. The House having the most merits and commendations over the whole year is awarded the Bucket Cup at the End of Year Assembly. Pupils achieving a set number of points through merits and commendations will receive badges.

3 Honours Book

- 3.1 Staff are invited to recommend individual pupils or small groups for an entry in the Roedean Honours Book which is held by the Head who will meet the nominee in person. The following list gives an idea of the criteria which could apply:
 - (a) An exceptional piece of work (for that particular pupil)
 - (b) An achievement worthy of special commendation
 - (c) A generous public-spirited act
 - (d) Noteworthy effort in any aspect of school life
 - (e) Achievement against the odds
 - (f) Evidence of real initiative
 - 3.2 Staff who wish to nominate a pupil should:
 - (a) Inform the pupil that they are recommending her and explain why.
 - (b) Inform the Head, via his PA, of their recommendation giving the details.
 - 3.3 The Head will then see the pupil and congratulate her. An entry is made in the book.
 - 3.4 Recommendations are not given freely but are used to reward pupils deserving of them.
- ### 4 Colours

- 4.1 There is a colours award system for Performing Arts and Sports, recognising exceptional contribution and achievement in these fields.

Promoting Positive Learning

Roedean has introduced a new rewards system to encourage, reward and celebrate positive behaviour and academic effort and achievement, and a new sanctions system to discourage, punish and censure negative behaviour and poor academic effort.

- Tutor procedure for promoting positive learning.
- Staff member to inform pupil of reward/sanction and record in student diary.
- Tutor discusses Reward or Sanction with tutee and, where appropriate, with the HoD concerned.
- The tutor should agree the action to be taken with the pupil.
- The tutor should keep a record of all outcomes and be ready to pass this to the Senior Tutor when requested.
- Tutor records Reward or Sanction on iSAMS.
- Level 2 & 3 Sanctions will be referred to the Year Head, Head of Middle or Senior School, or Deputy Head: Pastoral
- There is a separate system which mirrors the school system for the Boarding Houses.
- There are three levels of reward and sanction:

| Reward and Celebrate | | Encouragement and Support | |
|---|---|--|--|
| Categories: <input type="checkbox"/> Excellent classwork <input type="checkbox"/> Excellent prep <input type="checkbox"/> Great class contribution <input type="checkbox"/> Great tutor group contribution <input type="checkbox"/> Great whole school contribution <input type="checkbox"/> Act of kindness <input type="checkbox"/> Other | | Categories: <input type="checkbox"/> Classwork below expected standard <input type="checkbox"/> Prep below expected standard <input type="checkbox"/> Missed prep/late prep <input type="checkbox"/> Behaviour <input type="checkbox"/> Uniform or appearance infringement <input type="checkbox"/> Other | |
| Level 1 Merit For any of the above categories | Excellent work, progress or behaviour 1 Merit point | Level 1 Focus Point For any of the above categories | |

| | | | |
|-----------------------------|---|-------------------------------------|---|
| | Bronze, Silver, Gold badge for multiple merits | | |
| Level 2 Commendation | One off outstanding piece of work, progress or contribution Congratulatory certificate from the Head | Level 2 Breaktime Reflection | Repeated focus points or a one-off incident of moderate severity 15-minute support session with Head of Year or Head of Department |
| Level 3 Honours | Exceptional achievement or progress Honours book entry Letter home from the Head Gold badge presented in Assembly | Level 3 Friday Reflection | Serious breach of school rules 50 minutes after - school support session with Senior Team Formal letter home. |
| | | Level 4 Hearing | More serious breach of school rules Parent meeting with Head of Key Stage, Senior Team or Head Formal letter home. Warning, suspension or permanent exclusion |

Appendix 3 Sanctions

1 Sanctions (see Exclusions Policy)

- 1.1 In addition to the particular sanctions set out in this Appendix 3, the Head may prescribe and authorise the use of such other sanctions as comply with good education practice and promote good behaviour and compliance with the School rules.
- 1.2 Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should happen at the same time if necessary.

Examples of sanctions may include:

- 1.2.1 a verbal reprimand and reminder of the expectations of behaviour
 - 1.2.2 loss of a focus mark
 - 1.2.3 the setting of written tasks such as an account of their behaviour, including extra prep
 - 1.2.4 loss of privileges e.g. the loss of prized responsibility
 - 1.2.5 missing break times
 - 1.2.6 house focus session
 - 1.2.7 a meeting with or between pupil(s) with mediation.
 - 1.2.8 the introduction of a support plan/Acceptable Behaviour Contract.
 - 1.2.9 detention
 - 1.2.10 school based community service, such as tidying a classroom
 - 1.2.11 regular reporting including early morning reporting; scheduled uniform checks; or being placed 'on report' for behaviour monitoring;
 - 1.2.12 temporary suspension; and
 - 1.2.13 in the most serious of circumstances, permanent exclusion.]
- 1.3 Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.
- 1.4 The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.
- 1.5 In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.
- 1.6 It will also consider any special circumstances relevant to its imposition including:
- 1.6.1 the pupil's age;

- 1.6.2 any special educational needs or disability they may have; and
- 1.6.3 any religious requirements affecting them
- 1.7 Minor disciplinary problems within the Boarding Houses will usually be dealt with through focus marks or a similar loss of privilege. The Boarding sanctions mirror those used in school.
- 1.8 Minor disciplinary problems in the wider school are often dealt with on the spot by the member of staff concerned. Staff may carry out informal investigations and / or interviews with the pupils involved in line with this policy.
- 1.9 In more serious cases of bad behaviour, rudeness, disruption, inattentiveness or not handing in work at the correct time, the parents/guardians are informed and sanctions as referred to below will be applied.
- 1.10 Support Strategies may include:
 - (a) Counselling and the support from the Peer Listeners
 - (b) Medical support for addictions
 - (c) Buddy system in the Houses
 - (d) Self-Assertiveness sessions via the counsellor or Head of SEND
 - (e) Frequent and regular monitoring by Head of Year
 - (f) Liaison with family
 - (g) Advice from LADO or Educational Welfare Officer
- 1.11 Sanctions may be applied for behaviours that pose safeguarding risks, including the dissemination of harmful online content.

2 Permanent exclusion (Exclusions Policy)

- 2.1 Serious or persistent breaches of school discipline may result in temporary or permanent exclusion. Any allegations, complaints or rumours of serious breaches of discipline should be referred to the Deputy Head: Pastoral)
- 2.2 A non-exhaustive list of the sorts of behaviour which are likely to be considered to be serious breaches of discipline and which may therefore merit temporary or permanent exclusion are set out in the School's Exclusions Policy.
- 2.3 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures the School's Exclusions Policy.
- 2.4 Sanctions imposed for serious breaches of discipline will be fair and proportionate to the breach. Examples of such sanctions are set out in the School's Exclusions Policy.
- 2.5 Parents have a right to appeal against a decision made by the Head by lodging an appeal in writing to the Chair of the Council of Trustees via the Clerk to the Council. This falls within the procedure outlined in the Complaints Policy and Procedure for Parents which can be found on the School website and a copy of which can be made available upon request to the Head's PA.

Appendix 4 Investigations into serious breaches of discipline

- 1 A member of the Senior Team or a Head of Year will normally be appointed 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.
- 2 If the pupil is to be interviewed as part of the investigation, when appropriate, 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.
- 3 Arrangements may be made for a pupil to be taught outside of their normal cohort or may be suspended from the School as a neutral act pending the outcome of a disciplinary process. Should a temporary suspension continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil and will keep the terms of the temporary suspension under regular review. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, and at the discretion of the Head, the pupil may be offered a segregated regime on School premises.
- 4 A pupil's space or following appropriate risk assessment belongings may be searched during the course of the investigation. See Appendix 7 of this policy and the School's policy on searching and confiscation.
- 5 It may be necessary to delay the School's investigation or put it on hold, for example where external agencies such as the police or social services are involved and have recommended this. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the School will have regard to the *KCSIE* (September 2025) and the School's Designated Safeguarding Lead (or a deputy) will take a leading role on decisions.
- 6 If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the Parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils (including the victim and/or the perpetrator(s)) affected by the allegations under investigation while they remain on the School roll.
- 7 Where the pupil is the subject of a police investigation the 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.

8. 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.

Appendix 5 Disciplinary Hearing with the Head and Deputy 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 hearing with the Head and Deputy Head will take place.

2 Attendance

- 2.1 The pupil and their Parents (if available) will be invited to attend the disciplinary hearing with the Head and deputy 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.
- 2.2 The person who undertook the investigation will be in attendance to explain the circumstances of the complaint, their investigation and findings and an additional member of staff will be present to minute the meeting.
- 2.3 If the Parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Head as soon as reasonably practicable so that appropriate arrangements can be made.
- 2.4 If a Parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the Parent can be involved, remotely if necessary, with the disciplinary process and their child's education.

3 Meeting

- 3.1 Documents available at the disciplinary meeting with the Head or deputy may include:
 - 3.1.1 a statement setting out the allegations regarding the pupil or, where applicable, the Parents;
 - 3.1.2 relevant documents including:
 - (a) the investigation report;
 - (b) the pupil's conduct record;
 - (c) the relevant School policies and procedures.
- 3.2 The Head will inform the pupil and their Parents of the range of disciplinary sanctions which the Head considers are open to them.
- 3.3 The pupil and their Parents will have an opportunity to make representations on:
 - 3.3.1 the investigator's findings;
 - 3.3.2 whether they constitute serious misconduct;
 - 3.3.3 the appropriate sanction to be imposed.

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

4 Decision

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

- 5.1 The Parents or the pupil may request a Review of the Head's decision:
- 5.1.1 to permanently exclude a pupil from the School or;
 - 5.1.2 where the pupil is temporarily suspended from the School for 11 working days or more; or
 - 5.1.3 where temporary suspension would result in the pupil missing a public examination.
- 5.2 A request for a Review must be made in writing within five working days of the date of the Head's letter confirming their decision.
- 5.3 If such a request is made, the pupil shall remain suspended until the Review has taken place and either the sanction is upheld or a reconsidered decision made.

6 Leaving status

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

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

Appendix 6 Use of reasonable force

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

Appendix 7 Searching and Confiscation

- 1 All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 2 The School's policy on searching and confiscation has regard to the DfE guidance *Searching, screening and confiscation: advice for schools* (DfE, 2023).
- 3 **Prohibited items**
 - 3.1 The following are "prohibited items"
 - 3.1.1 under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):
 - (a) knives or weapons, alcohol, illegal drugs and stolen items;
 - (b) tobacco and cigarette papers, fireworks and pornographic images;
 - (c) any article that a member of staff reasonably suspects has been, or is likely to be used:
 - (i) to commit an offence; or
 - (ii) to cause personal injury to, or damage to the property of, any person (including the pupil); and
 - 3.1.2 any item banned by the School rules that are identified as being items which may be searched for. Banned items may include such things as vaping devices and the paraphernalia of smoking or vaping.
 - 3.2 The School has banned these items as they reasonably believes them to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or at any time when they are in the lawful charge and control of the School
- 4 **Searching pupils**
 - 4.1 Under common law, school staff have the power to search for any item if a pupil agrees. The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.
 - 4.2 When exercising these powers the school must consider the age and needs to pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

- 4.3 If a pupil refuses to co-operate with a search for a “prohibited item” as listed in section 3 above, a member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search.

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

5 Strip searching

- 5.1 A strip search is a 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 2023).
- 5.2 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.
- 5.3 School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- 5.4 In order to ensure pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches conducted by police in school.

6 After a search

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

7 Recording searches

- 7.1 Any search by a member of staff for a prohibited item listed in section 3 above, [items banned by the school rules] and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.
- 7.2 Records of the search will include:
 - 7.2.1 the date, time and location of the search;
 - 7.2.2 which pupil was searched;
 - 7.2.3 who conducted the search and any other adults or pupils present;
 - 7.2.4 what was being searched for;
 - 7.2.5 the reason for searching;
 - 7.2.6 what items, if any, were found; and

7.2.7 what follow-up action was taken as a consequence of the search.

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

8 **Confiscation**

8.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

8.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to School discipline.

9 **Searching electronic devices**

9.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break School rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.

9.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break School rules.

9.3 Subject to 9.5 below and the requirements set out in KCSIE 2025, if inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.

9.4 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.

9.5 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the School's policy on sharing nudes and semi-nudes images or videos as set out in Appendix 1 of the Safeguarding and Child Protection Policy / consult the advice set out in the *Searching, screening and confiscation advice* (for schools) and UKCIS guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people*].

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

10 **Disposal of confiscated items**

- 10.1 **Alcohol:** alcohol which has been confiscated will be destroyed.
- 10.2 **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the 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.
- 10.3 **Other substances:** substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an controlled drug, it will be treated as such.
- 10.4 **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.
- 10.5 **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed.
- 10.6 **Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Head or other authorised member of staff.
- 10.7 **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil is at risk of harm, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.
- 10.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 10.9 **Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the 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.
- 10.10 **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.

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

11 Communication with Parents

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