

Behaviour Policy & Statement of Behaviour Principles

Version Date:	April 2026 (due to updated government guidance)
Signed:	Principal
Review cycle:	1 year (usually)
Date of next review:	September 2026 (due to updated KCSIE)

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn – and, for boarders, to live – in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the College's values and its ethos of 'friendship through education'
- Provide a consistent approach to behaviour management that is applied equally and fairly to all pupils, day and boarding
- Define what we consider to be unacceptable behaviour, including bullying, child-on-child abuse and discrimination
- Outline how pupils are expected to behave, and summarise the roles and responsibilities of different people in the school community with regard to behaviour management
- Outline our system of rewards and sanctions, and the support offered alongside sanctions

2. Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- 'Behaviour in Schools: advice for headteachers and school staff' (the current guidance, which replaced 'Behaviour and discipline in schools')
- 'Searching, Screening and Confiscation: advice for schools' (section 8.4 of this policy is the College's policy on searching, screening and confiscation and there is no separate document)
- 'Restrictive interventions, including use of reasonable force, in schools' (in force from 1 April 2026, replacing the 2013 'Use of reasonable force' guidance), together with section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, which place legal recording and reporting duties on the proprietors of all schools, including independent schools; section 8.1 of this policy sets out the College's approach to restrictive interventions, and is read alongside the Restrictive Interventions Policy
- The Equality Act 2010 and 'Equality Act 2010: advice for schools'
- Keeping Children Safe in Education (September 2025)
- 'Mobile phones in schools' guidance
- 'Supporting pupils at school with medical conditions'
- The Special Educational Needs and Disability (SEND) Code of Practice
- 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014: paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have and implement a written behaviour policy, and paragraph 10 requires an anti-bullying strategy
- The National Minimum Standards for Boarding Schools (May 2026), in particular Standard 15 (promoting positive behaviour, which prescribes the content of a boarding school's

behaviour policy), Standard 16 (preventing bullying), Standard 17 (promoting good relationships) and Standard 21 (prefects), together with Appendix A (required policy on discipline, including sanctions, rewards and restraint) and Appendix B (required records of major sanctions and use of reasonable force)

- Section 548 of the Education Act 1996, which prohibits corporal punishment in all schools, including independent schools; corporal punishment is never used at the College

The DfE's statutory guidance on suspension and permanent exclusion applies to state-funded schools; as an independent school the College operates its own fair exclusions process, set out in the exclusions policy and the parent contract, and has regard to the principles of that guidance.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes, and in the boarding houses
- Non-completion of classwork, homework or (for boarders) prep
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying, including cyberbullying (see section 4)
- Any form of child-on-child abuse, including but not limited to: physical abuse; abuse in intimate personal relationships between children; sexual violence, such as rape, assault by penetration or sexual assault (intentional sexual touching without consent); sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour and online sexual harassment; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Consumption of alcohol
- Use of drugs
- Racist, sexist, homophobic, transphobic or otherwise discriminatory behaviour
- Possession of any prohibited items. These are: knives or weapons; alcohol; illegal drugs; stolen items; tobacco, cigarette papers, e-cigarettes and vapes; fireworks; pornographic images; and any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). Section 8.4.1 distinguishes the items that are prohibited by law from those banned by the College's own rules, because that distinction governs when reasonable force may be used to search

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore: deliberately hurtful; repeated, often over a period of time; and difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence, initiation/hazing rituals
Prejudice-based and discriminatory (racial, faith-based, sexist, homophobic/biphobic, transphobic, disability-based, or related to nationality or first language)	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic or difference
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including AI-generated pseudo-images), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyberbullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites or devices, or via images, audio, video or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying – including within the boarding houses, where the school recognises that boarders cannot escape their bullies as day pupils can – are set out in our Anti-Bullying Policy (July 2026), which is the College's anti-bullying strategy and is published on the school website.

5. Roles and responsibilities

5.1 The Advisory Board

The Advisory Board, on behalf of the proprietor, is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation. In line with the 2025 recording and reporting regulations and NMS 15.3, it ensures that the procedures set out in section 8.1.6 are in place and complied with, and takes all reasonable steps to satisfy itself of this. It receives and interrogates termly data on restrictive interventions, major sanctions and behaviour trends, to identify any disproportionality between groups of pupils, to act on any pattern it finds, and to reduce the use of restrictive interventions over time.

5.2 The Principal

The Principal (the headteacher for the purposes of DfE guidance) is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment – academic and boarding – encourages positive behaviour and that staff deal effectively with poor behaviour

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them, and providing new staff (including boarding staff) with a clear induction into the school's behavioural culture, its rules and routines
- Offering appropriate training in behaviour management – including de-escalation techniques to minimise the need for restrictive interventions (NMS 15.4), and the impact of SEND and mental health needs on behaviour – to any staff who require it
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that data from the behaviour log, and records of major sanctions and use of reasonable force (NMS Appendix B), are reviewed regularly to make sure no groups of pupils are disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils and establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently and modelling expected behaviour and positive relationships
- Communicating the school's expectations, routines, values and standards in every interaction with pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils, and recognising hidden stressors for vulnerable pupils – including homesickness and cultural adjustment for international boarders – to ensure empathetic and supportive responses
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly on the Debits and Rewards Form on the school system (see also Appendix 2 example behaviour log for serious incidents)
- Contributing to the achievement assembly every term

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Boarding staff

Boarding staff (including house staff on duty in the evenings and overnight) apply this policy consistently within the boarding houses, so that expectations are the same across the teaching day and boarding time. They promote positive behaviour and good relationships among boarders (NMS Standards 15 and 17), apply house routines and sanctions fairly, record incidents and any major sanctions, and share relevant information with academic staff. Any prefect system operates with appropriate specific duties, adequate staff supervision, training and measures to counter possible abuses of the role (NMS Standard 21); prefects are never permitted to sanction other pupils.

5.5 Parents and carers

Parents and carers (supported, for international boarders, by educational guardians) are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with a member of the senior leadership team promptly, and take part in any pastoral work following misbehaviour, such as reviews of behaviour interventions
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

5.6 Pupils

Pupils are made aware, during their induction into the behaviour culture, of: the expected standard of behaviour; their duty to follow this policy; the school's key rules and routines, in class and in the boarding houses; the rewards they can earn and the consequences of not meeting the standards; and the pastoral support available to help them meet the standards. Extra induction and support is provided for pupils who join mid-year or mid-phase, as is common in our international community, and pupils are asked for feedback on their experience of the behaviour culture to support the evaluation and improvement of this policy.

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other, treating others with dignity and kindness
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings, boarding houses and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- For boarders: follow house routines, including keeping their room tidy, using prep time for study, and respecting others' sleep, privacy and possessions

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations.

6.1 Mobile phones and devices

In line with the DfE's mobile phones guidance, devices may only be open or in use during lessons when the teacher allows, and misuse of any device during break or lunch is sanctioned under section 7. Boarders' use of devices in the boarding houses is governed by the online safety and acceptable use policies, which include the monitoring arrangements described in the Anti-Bullying Policy; device rules on trips follow the arrangements set for each trip. Exceptions may be permitted as a reasonable adjustment or for medical reasons (for example, glucose monitoring), agreed in advance with the SLT.

7. Rewards and sanctions

7.1 Rewards

When a pupil's behaviour meets or goes above and beyond the expected standard, staff will recognise it with positive recognition and reward, applied clearly and fairly. Positive behaviour will be rewarded with:

- Verbal praise
- Merits – points awarded for any praiseworthy work or behaviour, e.g. work completed to a very high standard; more homework/classwork than expected; helpfulness; contributions to class discussions; high effort in class
- Rewards – privileges chosen from the approved list for multiples of 25 merits, published on My School App
- Discussions/emails with parents to share praise
- Recognition at the termly achievement assembly, and positions of responsibility

7.2 Sanctions

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe environment and to prevent recurrence. Staff respond consistently, fairly and proportionately, taking into account any contributing factors (such as SEND, bereavement or other vulnerabilities – see section 9) and considering what support could help the pupil meet the standards in future. The school may use one or more of the following sanctions:

- A verbal reprimand and reminder of the expectations of behaviour
- Referring the pupil to a senior member of staff
- Demerits – for low-level disruption: inappropriate distraction; late to lesson/registration; missing books or equipment; incorrect uniform (including indiscreet nails/hair/jewellery/make-up); misuse of any device during break/lunch; and, for boarders, an untidy room (bed not made in the morning), showering during lesson time, or not using prep time for study
- Detentions – for high-level disruption: missing a lesson without authorisation, or more than 10 minutes late without valid reason; misuse of a device during lessons; disrespectful behaviour (swearing/anger/aggression); damaging property; unauthorised exit from school property
- Homework detentions – for homework not done at all, or not attempted to a satisfactory standard; no extensions are given
- Loss of privileges – for boarders this may include proportionate house-based measures such as loss of late-evening free time or supervised use of devices
- Discussions/emails with parents (and educational guardians, where appropriate)
- Agreeing a behaviour contract
- Removal from the classroom to the SLT office (section 8.2)
- Suspension or, in the most serious circumstances, permanent exclusion (section 8.3)

First detentions of a term take place in school time, at the direction of the senior leadership team; subsequent detentions take place after school on Fridays under SLT supervision. When imposing a detention on a boarder or a day pupil, the school will consider whether it would compromise the pupil's safety, conflict with a medical appointment, prevent a day pupil getting home safely, or interrupt caring responsibilities. Detentions are managed by the SLT, and pupils who do not attend a given detention are sent to the SLT office. See Appendix 3 for sample letters to parents and Appendix 4 for the behaviour chart summarising the sanctions ladder.

Corporal punishment is prohibited by law and is never used or threatened. No sanction will ever humiliate or degrade a pupil, and sanctions for boarders never involve depriving a pupil of food, drink, sleep, contact with their parents or necessary medical care.

7.3 Safeguarding and behaviour

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection, and that specific circumstances – such as being far from home in a new country, being a young carer or living in a vulnerable household – can significantly affect behaviour. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we follow the child protection and safeguarding policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.4 Child-on-child abuse and sexual harassment

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh", "a tradition" or "part of growing up". All child-on-child abuse is unacceptable and will be taken seriously; the boarding environment, where children share overnight accommodation, is given particular vigilance (NMS 8.4 and 15.1). Most cases of pupils hurting other pupils will be dealt with under this policy, but where allegations raise safeguarding concerns they are managed under the safeguarding policy.

The school takes a zero-tolerance approach to sexual harassment and sexual violence: every incident is met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how small it feels. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis, using the processes in the child protection and safeguarding policy to determine whether to manage an incident internally, refer to early help or children's social care, or report to the police.

7.5 Off-site and online misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school (for example on a trip), when travelling to or from school, when wearing school uniform or when otherwise identifiable as a pupil of the school; and at any other time where the misbehaviour could have repercussions for the orderly running of the school, poses a threat to another pupil, or could adversely affect the school's reputation. Boarders remain in the care of the school throughout the boarding day, including evenings and weekends, so this policy applies to them at all times during term. The school can also sanction online misbehaviour on the same basis, including conduct on social media and in online games.

7.6 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police, preserving any relevant evidence. If a report is made, it is made by the Principal or a member of the SLT, and the DSL will consider a parallel referral to children's social care where appropriate. The school will not interfere with police action, but may continue its own investigation and sanctions provided this does not conflict with it.

7.7 Malicious allegations

Where a pupil makes an allegation against a member of staff, or an allegation of sexual violence or harassment against another pupil, and that allegation is shown to have been deliberately invented or malicious, the Principal will consider whether to discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious,

the school (with the local authority designated officer, where relevant) will also consider whether the pupil who made the allegation is in need of help, or whether the allegation may have been a cry for help, in which case a referral to children's social care may be appropriate. The school will consider the pastoral needs of staff and pupils accused of misconduct; see the allegations against staff procedures in the safeguarding policy.

8. Serious sanctions, restrictive interventions and searching

8.1 Restrictive interventions, including reasonable force

This section sets out the College's approach to restrictive interventions: when force, restraint and seclusion may be used, and how incidents are recorded and reported. It is read alongside the Restrictive Interventions Policy, which carries the operational detail — how an intervention is carried out, individual planning, training and the incident record form — and which governs in the event of any inconsistency. The two documents are reviewed together. It applies to all staff and to any other adult whom the Principal has put in charge of pupils, and it applies wherever staff are lawfully in charge of pupils — in lessons, around the school, in the boarding houses at any hour, on trips and off site.

Our approach follows the DfE's guidance 'Restrictive interventions, including use of reasonable force, in schools', in force from 1 April 2026, together with section 93A of the Education and Inspections Act 2006, the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, and Standard 15 of the National Minimum Standards for Boarding Schools. Any form of force, restraint or seclusion carries a risk of physical and psychological harm to pupils and to staff, so the College's first aim is that restrictive interventions are not needed at all. Where prevention has not worked, they are used only as a last resort, for the shortest time and to the least degree necessary.

8.1.1 Definitions

- Restrictive intervention: any action that prevents, restricts or subdues the movement of a pupil's body, or part of it. It includes physical restraint, non-physical restraint, immobilisation and seclusion.
- Reasonable force: force that is no more than is necessary, applied for the least time required. It covers both control (for example guiding a pupil away by the arm, or standing between two pupils) and restraint (holding a pupil so that they cannot move freely).
- Non-physical restraint: restricting a pupil's movement without touching them — for example blocking a doorway, or telling a pupil they may not leave a room when they are free to do so.
- Seclusion: detaining a pupil alone, apart from others, and preventing them from leaving, other than as a disciplinary penalty.

Seclusion is different from removal from the classroom (section 8.2). Removal is a disciplinary measure, applied under this policy, in which a supervised pupil continues to work in another room and is free to leave when directed. Seclusion is not a sanction at all; it is a short-term safety measure. Staff should be clear which of the two they are using, because the recording and reporting duties in section 8.1.6 apply to seclusion and not to ordinary removal.

8.1.2 Physical contact that is not a restrictive intervention

The College does not operate a 'no contact' policy, and staff should not be anxious about ordinary, appropriate physical contact with pupils. Comforting a distressed pupil, giving first aid, guiding a pupil to safety, offering an arm to a pupil who is unsteady, demonstrating a technique in PE, music,

drama or design and technology, and congratulating a pupil are not restrictive interventions and do not need to be recorded under section 8.1.6.

Contact of this kind should be appropriate to the pupil's age, needs and understanding, and staff should be alert to the fact that expectations about touch vary between the cultures our pupils come from, and that some pupils have histories that make contact difficult. Where a pupil is known to find physical contact distressing, this is noted in their pastoral record and respected.

8.1.3 Preventing the need for restrictive interventions

Prevention is the main strategy, and staff are expected to have exhausted it before considering any restrictive intervention. Techniques staff use include giving a pupil space and time, lowering their voice, reducing demands, removing an audience by moving other pupils away, changing the member of staff who is dealing with the situation, offering a calming space, and distraction or redirection.

Where a pupil is known to be at risk of behaviour that might make a restrictive intervention necessary, the SENCO, with the pupil's tutor or houseparent, the DSL, the pupil and their parents, puts a written individual behaviour support plan and risk assessment in place. The plan records:

- the pupil's known triggers and early warning signs, including any medical condition, SEND, mental health need or history of trauma
- the de-escalation strategies that work for that pupil, and those that make matters worse
- any restrictive interventions agreed in advance, and any that must never be used with that pupil
- which staff should respond, and who should be summoned
- how and when parents, and for boarders the educational guardian, will be contacted

Plans are reviewed at least termly, and always after an incident (section 8.1.7). Wherever possible, an intervention is carried out by staff who know the pupil well; for boarders this will usually mean house staff. Agreeing an intervention in advance in a plan does not remove the duty to record and report each individual incident.

8.1.4 Using reasonable force

All members of staff have a legal power to use reasonable force to prevent a pupil from hurting themselves or others, committing a criminal offence, damaging property, or causing disorder. Any use of force must be lawful, necessary and proportionate to the risk, and must:

- Always be used as a last resort, with the least force necessary for the least time required
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment or as a threat, and never as a substitute for good behaviour management
- Never involve restraining a pupil in a way that affects their airway, breathing or circulation — for example by covering the nose and/or mouth or applying pressure to the neck or abdomen
- Never deliberately inflict pain in order to secure compliance
- Never be used if the pupil is on the ground; if a pupil is unintentionally held on the ground, staff release their hold or move to a safer position as quickly as possible
- Never involve a technique in which the member of staff has not been trained (section 12)

Before acting, and while acting, staff consider the specific vulnerabilities of the pupil — SEND, mental health needs, medical conditions, disability, age, size and any history of abuse or trauma — and the risk of doing nothing. Where there is time, staff summon a colleague before intervening, so

that a second adult is present as support and as a witness; where there is not, they send for help as soon as they can.

Reasonable force may also be used to conduct a search for a prohibited item listed in section 3, in line with section 8.4. It may not be used to search for an item that is banned only by school rules, and it is never used to remove a pupil's clothing beyond outer clothing, pockets and bags.

8.1.5 Seclusion

Seclusion is used only as a short-term safety measure, where a pupil is experiencing high levels of emotional or behavioural dysregulation and there is a risk of harm to others. It is never used as a sanction, a threat or a way of managing a busy classroom, and it is never used with a pupil whose plan records that it must not be. When it is used:

- a member of staff supervises the pupil and can see and hear them throughout
- the pupil can communicate with staff at all times, and is told what needs to happen for the seclusion to end
- the space is safe, and the pupil can be released immediately; a pupil is never locked in a room from which staff cannot release them at once
- it ends as soon as the immediate risk of harm has reduced, and is not extended for any other reason
- it is recorded and reported to parents under section 8.1.6

8.1.6 Recording and reporting: the College's legal duty

Under section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, which apply these duties to the proprietors of independent schools through the Independent School Standards, the College must record and report:

- every significant incident involving the use of force by a member of staff, and
- every incident in which a member of staff secludes, restrains or immobilises a pupil

This is a legal duty, not good practice. The member of staff involved makes a written record as soon as practicable after the incident and in any event before the end of that school day, using the form at Appendix 5. The record is countersigned by a member of the SLT, entered on the school's behaviour and safeguarding system, copied to the DSL, and held in the NMS Appendix B record set. An incident that is both a use of force and a seclusion or restraint is recorded once.

The record covers: the pupil's name and whether they are a boarder or day pupil, and their house; the date, time, duration and location; the staff involved and any witnesses, including pupils; what led to the incident; the de-escalation and alternatives tried first; a description of the intervention used, and why it was judged necessary and proportionate; whether it was pre-agreed in the pupil's plan; the pupil's relevant needs, including any SEND, medical condition or protected characteristic; the pupil's own account of what happened; any injury to a pupil or member of staff and the first aid given; the support provided afterwards; and who was informed, and when.

Parents are told as soon as reasonably practicable and, wherever possible, the same day. The school telephones or speaks to parents first and then supplies a copy of the written record. Where the pupil is a boarder whose parents are overseas, the school contacts the parents and the educational guardian, allowing for time zones but not delaying beyond the following morning.

There is one exception. A copy of the record is not supplied to a parent where doing so would result in harm coming to the pupil. That decision is taken by the DSL, not by the member of staff involved; the reasons are recorded on the file, the child protection and safeguarding policy is followed, and

the position is reviewed. The duty to supply a copy also does not apply in respect of a pupil aged 20 or over. Recording is required in every case, whether or not a copy is supplied.

8.1.7 After an incident

The pupil is checked for injury and given first aid if needed, and is then given a calm space and time to settle. Any injury, to a pupil or a member of staff, is recorded and reported through the usual accident procedures.

Once the pupil is calm — which may be later the same day or the next day — a member of staff the pupil trusts holds a debrief with them, at the pupil's pace. The pupil is given a proper opportunity to say what happened from their point of view and how they felt about it, and what they say is written into the record. Staff involved are also debriefed and offered support, as are any pupils who witnessed the incident, and house staff are told so that a boarder's evening is not left unsupported.

The DSL considers whether the incident raises a safeguarding concern, including whether it amounts to an allegation against a member of staff, in which case the child protection and safeguarding policy is followed and the local authority designated officer is consulted.

Within five school days, the SLT and the SENCO review the incident with the pupil's tutor or houseparent, and update the pupil's behaviour support plan and risk assessment. Parents are invited to take part in that review, and the pupil's reintegration is planned and supported (section 10).

8.1.8 Raising a concern about a restrictive intervention

Parents or pupils who are unhappy about the use of a restrictive intervention should raise it with the Principal in the first instance, and may then use the College's complaints procedure. Raising a concern will never disadvantage a pupil. Where a concern is that a member of staff has acted unlawfully or harmfully, it is handled as an allegation against staff under the child protection and safeguarding policy and referred to the local authority designated officer.

Pupils can raise a concern with any member of staff, their tutor or houseparent, the DSL, or the school's independent listener, and boarders are reminded that they may also contact Ofsted, Childline or the Children's Commissioner's Help at Hand service. Contact details are displayed in every boarding house.

8.1.9 Oversight

The Principal reviews every record of a restrictive intervention. The Advisory Board receives termly data on the use of force, seclusion and restraint, broken down as set out in section 13, and interrogates it — looking for patterns, repeated interventions with the same pupil or by the same staff, and disproportionate use affecting pupils with SEND or particular protected characteristics — in order to reduce the use of restrictive interventions over time and to identify training needs.

8.2 Removal from the classroom

In response to serious or persistent breaches of this policy, a pupil may be removed from the classroom to the SLT office for a limited time. Removal is a serious disciplinary measure, distinct from non-disciplinary seclusion, and is used only once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Pupils who have been removed continue their education under staff supervision and are expected to complete the same work as they would in class. Parents/carers are informed on the same day, removals are recorded in the behaviour log, and pupils are reintegrated as soon as it is appropriate and safe, with support. For pupils who are frequently removed, the school considers alternative approaches such as behaviour report cards, behaviour plans or multi-agency assessment.

8.3 Suspension and permanent exclusion

The school can use suspension and, as a last resort, permanent exclusion in response to serious incidents or persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision is made by the Principal, following a fair process in which the pupil and parents can put their case, in accordance with the exclusions policy and the parent contract. For a boarder, the school will always consider travel, guardianship and welfare arrangements before a suspended or excluded boarder leaves the school's care, and will liaise with parents and the educational guardian. Major sanctions are recorded and reported to the Advisory Board (NMS Appendix B).

8.4 Searching, screening and confiscation

This section is the College's policy on searching, screening and confiscation. It follows the DfE's advice 'Searching, Screening and Confiscation: advice for schools' and applies wherever staff have lawful control or charge of pupils, including in the boarding houses and on trips. Pupils have a right under Article 8 of the European Convention on Human Rights to respect for their private life. That right is not absolute, but any search must be justified, proportionate and carried out in a way that minimises embarrassment and distress.

8.4.1 Authorised staff, and what may be searched for

The Principal, and staff the Principal has authorised in writing, may search a pupil or their possessions without the pupil's agreement. At the College the authorised staff are the Principal, members of the senior leadership team, the DSL and deputy DSLs, and houseparents. The list is held in the main office and reviewed annually. Any other member of staff may search only with the pupil's agreement (section 8.4.2).

Two categories of item matter, and the difference between them is important:

- Items prohibited by law: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; and any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person, including the pupil.
- Items banned by the College's rules, for which a search may also be made: e-cigarettes, vapes and related equipment; lighters and matches; energy drinks; mobile phones and other devices where there are grounds to suspect misuse; prescription and over-the-counter medicines not handed in under the medical conditions arrangements; and any other item the Principal has identified and published to pupils and parents.

Reasonable force may be used to conduct a search for an item in the first category only. It may never be used to search for an item that is banned only by the College's own rules.

8.4.2 Searching with the pupil's agreement

Any member of staff may search a pupil for any item if the pupil agrees. The member of staff first explains why the search is proposed and how it will be conducted, so that the pupil's agreement is informed; formal written consent is not needed. A pupil is not sanctioned for declining, although a refusal may itself contribute to reasonable grounds for an authorised staff search under section 8.4.3.

It is a condition of having a locker, desk, study or boarding room at the College that these spaces may be searched. Boarding room searches are carried out by houseparents, normally with the boarder present, and are recorded under section 8.4.8. Where a boarder shares a room, staff take care to limit the search to that pupil's own space and possessions.

8.4.3 Searching without the pupil's agreement

An authorised member of staff may search a pupil or their possessions without agreement where they have reasonable grounds to suspect the pupil has an item from either category in section 8.4.1. When they do:

- two members of staff are present — the person searching and a witness, who is also a member of staff
- the member of staff conducting the search is the same sex as the pupil, and the witness is the same sex where reasonably practicable
- the search takes place away from other pupils, on school premises or somewhere staff have lawful charge of the pupil
- only outer clothing, pockets, possessions, bags, desks, lockers and boarding rooms are searched; outer clothing means clothing not worn next to the skin or immediately over underwear, and staff are alert to whether an item of outer clothing is worn for religious reasons
- staff never require a pupil to remove clothing beyond outer clothing — that is a strip search and only the police may conduct one (section 8.4.4)

A search may be carried out by a single member of staff, without a witness, or by a member of staff of a different sex, only where there is a risk of serious harm if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff. The reasons are recorded.

Before searching, staff consider the pupil as an individual: their age, any SEND, any medical or mental health need, any history of trauma or abuse, and any reasonable adjustment required under the Equality Act 2010. For our international boarders, staff consider whether the pupil's English is sufficient to understand what is happening, and involve an interpreter or a trusted adult where it may not be. Where a pupil is distressed, staff pause and seek advice from the DSL rather than press on.

Reasonable force may be used to conduct a search for an item prohibited by law, as a last resort and subject to every limit in section 8.1.4. Any such use of force is recorded and reported to parents under section 8.1.6 as well as under section 8.4.8.

8.4.4 Strip searches

A strip search is a search involving the removal of more than outer clothing. College staff never conduct one. A strip search on school premises may only be carried out by police officers under the Police and Criminal Evidence Act 1984 Code A, and only where the grounds for it are made out.

If police propose a strip search, staff do not simply defer to them. The DSL, or in their absence the Principal, is informed and involved as soon as practicable and:

- asks the police what they intend to do and why, and challenges the decision where it does not appear justified or proportionate
- advocates for the pupil's wellbeing throughout, including their age, SEND and any other vulnerability
- informs the pupil's parents in advance wherever practicable, and in every case afterwards; for a boarder, the educational guardian is contacted as well
- ensures an appropriate adult is present, unless the pupil explicitly asks for this not to happen and an appropriate adult agrees; an appropriate adult is not a police officer and is not otherwise connected with the police

- ensures the pupil is supervised and kept away from other pupils beforehand, and is not left alone with police officers

Afterwards the pupil is offered pastoral support, the DSL considers whether a referral to children's social care is needed, and a full record is made, held on the pupil's safeguarding file and reported to the Advisory Board. The College treats any strip search of a pupil as a significant safeguarding event.

8.4.5 Electronic devices

Where an authorised member of staff finds an electronic device during a search, they may examine data or files on it if there is good reason to do so — that is, a reasonable suspicion that the data or file has been, or could be, used to cause harm, to disrupt teaching or good order, or to commit an offence. They may delete data or files on the same basis, unless the device is to be handed to the police.

Staff must not view, copy, print, share, store or delete an image that may be a nude or semi-nude image of a child. The device is secured, nothing further is done with it, and the DSL is informed immediately; the incident is then handled under the child protection and safeguarding policy and the DfE's 'Sharing nudes and semi-nudes' advice.

Where staff have reasonable grounds to suspect a device contains evidence relating to an offence, or a prohibited image of a child or an extreme pornographic image, the device is given to the police as soon as practicable and nothing on it is deleted.

8.4.6 Screening

The College may require pupils to pass through a walk-through metal detector, or be scanned with a hand-held detector, on entry to the premises, whether or not there is any suspicion about an individual pupil. Screening of this kind does not need the pupil's consent, but the College will tell pupils and parents in advance that screening is in use, and will apply it consistently rather than selectively.

A pupil who refuses to be screened may be refused entry to the premises. Because the College is a boarding school and boarders are in its care, a boarder will never be left without accommodation, supervision or care: the Principal makes alternative supervised arrangements while the matter is resolved, and the DSL is informed.

8.4.7 Confiscation, retention and disposal

Staff may seize any item found as a result of a search, and may also seize any item, however found, which they consider harmful or detrimental to good order. Items are dealt with in line with the Schools (Specification and Disposal of Articles) Regulations 2012:

- knives, weapons, extreme pornographic images and prohibited images of children are always handed to the police
- controlled drugs are handed to the police or safely disposed of; the College is not obliged to name the pupil to the police and considers this case by case with the DSL
- alcohol, tobacco, cigarette papers, e-cigarettes, vapes and fireworks are retained or disposed of and are not returned to the pupil
- stolen items are handed to the police or returned to the owner
- other pornographic images are disposed of unless their possession constitutes an offence, in which case they are handed to the police
- mobile phones and other devices are returned to the pupil, or to a parent, at a time determined by the SLT; a boarder's device is held securely in the boarding house in the meantime

A member of staff who acts in accordance with this section is not liable for any loss of or damage to a confiscated item.

8.4.8 Recording, informing parents and oversight

Every search carried out without the pupil's agreement, and every boarding room search, is recorded using the form at Appendix 6, before the end of the school day. The record covers the grounds for suspicion, who searched and who witnessed, what was searched, whether anything was found, whether reasonable force was used, the pupil's response, and what happened to any item seized. The DSL is informed of every such search.

Parents are told as soon as reasonably practicable whenever their child has been searched for an item prohibited by law, whether or not anything was found, and are told what was found and what has been done with it. For boarders, the educational guardian is informed as well. Pupils and parents who are unhappy about a search may raise it by the routes set out in section 8.1.8.

The Principal reviews search records, and the Advisory Board receives termly data on searches, screening and confiscation alongside the data in section 13, broken down by protected characteristic, to satisfy itself that these powers are being used proportionately and are not falling disproportionately on any group of pupils.

9. Responding to misbehaviour from pupils with SEND

The school recognises that a pupil's behaviour may be impacted by a special educational need or disability. When incidents of misbehaviour arise, we consider them in relation to a pupil's SEND, although not every incident will be connected to it; decisions are made case by case. The school takes its legal duties into account, including: taking reasonable steps to avoid substantial disadvantage to a disabled pupil (Equality Act 2010); using best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014); and, where a pupil has an EHC plan, securing its provisions and co-operating with the local authority.

When considering a behavioural sanction for a pupil with SEND, the school will consider whether the pupil was unable to understand the rule or instruction, was unable to act differently at the time as a result of their SEND, or was likely to behave aggressively due to their particular SEND. If the answer to any of these is yes, it may be unlawful to sanction the behaviour, and the school will assess whether a sanction is appropriate and what reasonable adjustments are needed. The school anticipates likely triggers of misbehaviour and puts support in place – such as movement breaks, adjusted seating or uniform adjustments – including behaviour support plans co-produced with the pupil and parents where appropriate.

The SLT will contact the special educational needs co-ordinator to evaluate a pupil who exhibits challenging behaviour, to determine whether they have underlying needs that are not currently being met – including, for our international pupils, needs that may present differently across languages and cultures. Where necessary, support and advice is sought from specialist teachers, an educational psychologist, medical practitioners and/or others. When acute needs are identified, we liaise with external agencies and plan support programmes with parents, reviewing them regularly.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil understand how to improve their behaviour and meet the school's expectations. These may include a restorative conversation, reintegration meetings, daily contact with a tutor or houseparent, or a report card with personalised behaviour goals. For boarders, house staff play a central role in reintegration, so that a sanction in the school day does not sour a pupil's evening at 'home' in the boarding house.

11. Pupil transition

The school supports incoming pupils – including those arriving mid-year from overseas – to meet behaviour standards through an induction process that familiarises them with this policy, house routines and the wider school culture. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year, and may be shared with new settings for pupils transferring to other schools.

12. Training

As part of their induction, and through ongoing CPD, our staff are provided with training on managing behaviour, including: de-escalation and preventative strategies (NMS 15.4); the needs of the pupils at the school; how SEND, mental health needs and personal circumstances can impact behaviour; and the behavioural dimension of boarding practice for boarding staff (NMS 20.1).

All staff are trained in the law on restrictive interventions, the definitions in section 8.1.1, the limits in section 8.1.4, and the recording and reporting duties in section 8.1.6, so that they know what must be written down and when parents must be told. Staff who are more likely to need to use reasonable force or another restrictive intervention — including house staff on duty overnight and staff working with pupils who have an individual behaviour support plan — receive additional practical training in safe techniques, refreshed at intervals agreed by the Principal.

Staff are not expected, and must not attempt, to use a restrictive intervention for which they have not been trained. Where a pupil's needs are such that the staff around them are not trained for the risks reasonably anticipated, the Principal arranges that training. A staff training log is kept and is available from the main office, and the Advisory Board reviews training coverage annually alongside the data in section 13.

13. Monitoring arrangements

The school collects and reviews data on: behavioural incidents, including removals from the classroom; suspensions and permanent exclusions; incidents involving restrictive interventions, including use of reasonable force and seclusion; searches, screening and confiscation; and perceptions of the behaviour culture from staff and pupils, including boarders' views gathered under NMS Standard 13. Data is analysed termly by the SLT at school level, by year group, by boarding/day status, by time of day and by protected characteristic; if trends or disparities between groups of pupils are identified, the school reviews its practice to tackle them, in line with the Equality Act 2010.

This behaviour policy is reviewed at least annually by a member of the SLT, or sooner where monitoring data or new guidance requires it. At each review, the policy is approved by the Principal and the Advisory Board.

14. Links with other policies

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying Policy (the school's anti-bullying strategy)
- Online safety and acceptable use policies
- Complaints procedure
- Restrictive Interventions Policy (including use of reasonable force, restraint and seclusion)

- Drug and alcohol policy
- Statement of boarding principles and practice, and boarding house handbooks
- SEND policy
- Attendance policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected – in lessons and in the boarding houses – and to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- Restrictive interventions, including reasonable force, are only ever used as a last resort, in line with section 8.1 of this policy and the Restrictive Interventions Policy, and every significant incident is recorded and reported to parents
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions
- Pupils are helped to take responsibility for their actions
- Families, carers and educational guardians are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Advisory Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. As an independent school the College is not required to publish a statement of behaviour principles, but adopts one as good practice; it is reviewed with this policy annually.

Appendix 2: example behaviour log

Pupil's name:	
Boarder or day pupil (and boarding house, if applicable):	
Pupil's known protected characteristics / SEND (if relevant to the incident or sanction):	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place? (state if in boarding accommodation or online)	
When did the incident take place? (before school, after school, lunchtime, break time, boarding time/overnight)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions? (record any major sanction in the NMS Appendix B records as well; if any restrictive intervention was used, complete the Appendix 5 record instead of this form)	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, advisors, parents/carers, educational guardian, police):	

Appendix 3: letters to parents about pupil behaviour – example templates

Example first behaviour letter

Dear parent,

Recently, your child, [name], has not been behaving as well in school as they could. [Insert brief description of the behaviour incident.]

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name / signature / date: _____

Behaviour letter – return: please reply to this email (or return this slip) to confirm you have received this letter. Name of child, parent name, parent signature, date.

Example second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of [name], I am sorry to say that they are still struggling to adhere to our pupil code of conduct. [Insert brief description of the latest incident.]

I would appreciate it if you could arrange to meet or talk over the phone (or by video call, for parents overseas) so we can discuss a way forward.

Yours sincerely,

Class teacher name / signature / date: _____

Example third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, [name] has continued to misbehave. [Name] would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting (in person or by video call) with the Principal, the special educational needs co-ordinator if necessary, and myself, to discuss how we can best support your child in improving their behaviour. [Insert details of the meeting time, date and location, or how to contact the school to arrange the meeting. For boarders, the educational guardian may attend where parents cannot.]

Yours sincerely,

Class teacher name / signature / date: _____

Example detention email

Dear parent,

I am writing to inform you that [name] has been given a detention on [date] at [time]. The reason(s) for this detention are set out below. [Insert brief description of the behaviour incident.]

If you need to speak to me about this matter, please call the school. Please respond to this email to confirm receipt.

Yours sincerely,

Name / date: _____

Appendix 4: behaviour chart – sanctions ladder

The stages below summarise the usual escalation route. Staff may enter the ladder at a higher stage for serious misbehaviour, and safeguarding routes (section 7.3) run alongside it at every stage.

Stage	Behaviour	Response
1	Low-level disruption or minor breach (first instance)	Verbal reminder of expectations
2	Repeated low-level disruption; lateness; missing equipment; incorrect uniform; device misuse at break/lunch; boarding house routine breaches	Demerit recorded on the Debits and Rewards Form; tutor/houseparent monitors
3	High-level disruption: unauthorised missed lesson or >10 minutes late without valid reason; device misuse in lessons; disrespectful behaviour; damage to property; unauthorised exit from school property; homework not done (homework detention)	Detention (first of term in school time; subsequent after school on Fridays, SLT-supervised); parents informed by email; removal to SLT office where necessary to restore order
4	Persistent misbehaviour despite stages 1–3	First and second behaviour letters; meeting with parents/guardian; behaviour contract agreed; SENCO consulted where underlying needs are suspected
5	Continued misbehaviour after a behaviour contract, or serious misbehaviour (section 3)	Third behaviour letter; structured support plan agreed with the Principal and SENCO; possible suspension
6	The most serious incidents, or persistent serious misbehaviour where all other measures have failed	Suspension or permanent exclusion, decided by the Principal as a last resort under the exclusions policy; recorded as a major sanction and reported to the Advisory Board

Appendix 5: restrictive intervention record

Complete this form for every significant incident involving the use of force, and for every incident of seclusion, restraint or immobilisation. Complete it as soon as practicable and before the end of the school day. This form satisfies the recording duty in section 8.1.6; a copy is supplied to parents unless the DSL has decided otherwise under that section.

Pupil's name and year group:	
Boarder or day pupil (and boarding house):	
Date, start time and end time of the intervention:	
Location (state if in boarding accommodation or off site):	
Member(s) of staff involved:	

Witnesses (staff and pupils):	
What led to the incident? What happened immediately beforehand?	
What de-escalation and alternatives were tried first?	
Type of intervention used (use of force / restraint / immobilisation / non-physical restraint / seclusion):	
Describe the intervention, and why it was necessary and proportionate:	
Was the intervention pre-agreed in the pupil's behaviour support plan? (yes/no — if yes, attach)	
Pupil's relevant needs (SEND, medical condition, mental health, protected characteristics):	
The pupil's own account of what happened (recorded after the debrief):	
Any injury to a pupil or member of staff, and first aid given:	
Support provided to the pupil, staff and any witnesses afterwards:	
Parents/carers informed — by whom, how and when:	
Educational guardian informed (boarders) — by whom, how and when:	
Copy of this record supplied to parents? (yes / no — if no, DSL to record the reason here)	
Recorded by (name, role, date):	
Countersigned by SLT (name, date):	
DSL review — any safeguarding action needed?	
Date behaviour support plan and risk assessment reviewed:	

Appendix 6: search record

Complete this form for every search carried out without the pupil's agreement and for every boarding room search, before the end of the school day, as required by section 8.4.8. Where reasonable force was used, complete the Appendix 5 record as well.

Pupil's name and year group:	
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Boarder or day pupil (and boarding house):	
Date, time and location of the search:	
Type of search (with agreement / without agreement / boarding room / screening):	
Member of staff conducting the search (and authorisation):	
Witness (name and role):	
If no witness, or staff not the same sex as the pupil — reasons:	
What were the grounds for suspicion?	
What item(s) was the search for? (state whether prohibited by law or banned by school rules)	
What was searched (person, bag, locker, room, desk)?	
Pupil's relevant needs and any adjustments made (SEND, medical, language, distress):	
Was reasonable force used? (yes/no — if yes, also complete Appendix 5)	
The pupil's response and account:	
What was found?	
What was done with any item seized (retained, disposed of, handed to police, returned)?	
Parents/carers informed — by whom, how and when:	
Educational guardian informed (boarders) — by whom, how and when:	
Recorded by (name, role, date):	
DSL informed (name, date) — any safeguarding action needed?	