Policy on Behaviour and Discipline

The Perse School

September 2026

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1 INTRODUCTION

1.1 This policy applies to the Perse School (**the School**) which comprises the Relevant Schools (the Perse Pelican Nursery and Pre Preparatory School, including the EYFS setting (**the Pelican School**), the Perse Preparatory School (**the Prep School**) and the Perse Upper School (**the Upper School**).

1.2 This document is intended to set out the standards required to create, promote and maintain high standards of behaviour amongst pupils and to set out the sanctions available to the School in the event of pupils' misbehaviour.

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

- *Education (Independent School Standards) Regulations 2014;*
- *Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025;*
- *EYFS Statutory framework for group and school-based providers (DfE, September 2026);*
- *Education and Skills Act 2008,*
- Education and Inspections Act 2006;
- *Human Rights Act 1998;*
- *Equality Act 2010: advice for schools (DfE, June 2018)*

It also has regard to the following guidance and advice: *Keeping Children Safe in Education (DfE, September 2026)(KCSIE)), Working together to Safeguard Children (DfE, updated in March 2026); Information Sharing Advice for Safeguarding Practitioners (DfE, May 2024), Behaviour in schools: advice for headteachers and school staff (DfE, February 2024), Restrictive interventions, including the use of reasonable force, in schools (DfE, December 2025, in force from 1 April 2026), Searching, Screening and Confiscation: advice for schools (DfE, July 2022), Mobile phones in schools: guidance (DfE, June 2026); Sharing nudes and semi-nudes: advice for education settings working with children and young people (DSIT and UKCIS, March 2024), Mental Health and Behaviour in Schools (DfE, November 2018), PACE Code C 2019, Relationships education, relationships and sex education (RSE) and health education (DfE, September 2026), Guidance for appropriate adults (Home Office, April 2003); and Creating a school behaviour culture: audit and action planning tools (DfE, April 2024), Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR).*

The School appreciates that pupils mature at different rates and expectations must be tempered by an appreciation of their individual maturity. This is particularly true of pupils of the Prep School and the Pelican School.

1.4 This policy is published on the School website. A copy of the policy is available for inspection from the School Accountant during the School day.

1.5 **This policy and associated documents can be made available in large print or other accessible format if required.**

1.6 This policy (together with all school policies on behaviour and discipline) applies to all pupils at the School and at all times when a pupil is:

- in or at School (to include any period of remote provision);
- representing the School or wearing School uniform;

- travelling to or from School;
- on School-organised trips; or
- associated with the School at any time.

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

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

2 DEFINITIONS

2.1 References to **working days** mean Monday to Friday when the School is open during term time. 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.

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

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

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

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

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

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

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

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

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

3 POLICY AIMS

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

3.2 To encourage pupils to accept responsibility for their behaviour and to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the School community.

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

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

3.5 To authorise the School rules (including bounds and uniform regulations) and any procedures necessary for implementing them.

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

3.7 To create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential.

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

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

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

3.11 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.

4 RELATED POLICIES

4.1 The School has the following related policies:

- Upper School Alcohol Policy
- Anti-Bullying Policy (Pupils)

- Drugs Policy and Appendices
- Staff Code of Conduct
- Permanent Exclusion, Removal and Review Policy
- Acceptable Use of ICT Policy for Pupils
- Online Safety Policy
- Equal Treatment Policy (Pupils)
- Risk Assessment Policy for Pupil Welfare
- Disability Policy
- Policy on Special Educational Need (SEND) (or SEND) and English as an Additional Language (EAL) PolicySafeguarding and Child Protection Policy
- Relationships Education, and Relationships and Sex Education Policy

4.2 Copies of Appendix 5 to the *Acceptable Use of ICT Policy for Pupils* are displayed throughout the Upper and Prep schools. Copies of all policies mentioned above are available to parents in the 3-18 Information section of the PersePortal, or on application to the Head.

5 RESPONSIBILITY STATEMENT AND ALLOCATION OF TASKS

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

5.2 In discharging of its responsibilities under this policy, the Board of Governors expects school leaders and staff to undertake the following roles:

5.3 School leaders will:

- be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
- play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
- make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
- consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy;
- ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupil's behaviour;
- encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.

5.4 School staff will:

- play an important role in developing calm and safe environments for pupils and establish clear boundaries of acceptable pupil behaviour;
- uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this policy, so pupils can see examples of good habits and feel confident to ask for help when needed;
- challenge pupils to meet the school expectations and maintain boundaries of acceptable conduct;

5.5 communicate school expectations, routines, values and standards (including those set out in Annex 3) both explicitly through teaching behaviour and in every interaction with pupils;

- consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conduct

5.6 In order to achieve this, the Board of Governors 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	Upper School – Deputy Head (Pupil Development and Welfare) Prep School – Deputy Head Pelican School – Deputy Head	As required, and at least annually
Reviewing induction and ongoing training for staff	Upper School – Deputy Head (Pupil Development and Welfare) Prep School – Deputy Head Pelican School - Deputy Head	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Upper School – Deputy Head (Pupil Development and Welfare) Prep School – Deputy Head Pelican School – Deputy Head	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Upper School – Deputy Head (Pupil Development and Welfare) Prep School – Deputy Head Pelican School – Deputy Head	As required, and at least annually
Formal annual review including effectiveness of policy and procedures in promoting good behaviour and trends relating to disciplinary measures taken	Board of Governors	Annually

6 PROMOTING HIGH STANDARDS OF BEHAVIOUR: FUNDAMENTAL PRINCIPLES - The Pupil Codes of Conduct:

6.1 Pupils of the School are expected to act with **responsibility** and show **consideration** at all times. They must adhere to the School's Values: value one another and our environment, endeavour, intellectual curiosity and scholarship, breadth and balance.

6.2 The School's expectations about behaviour will be brought to the pupils' attention throughout their time at the School and in particular on entry to each of the relevant schools. Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE and assembly programme, relationships education / relationships and sex education programme(s) and the School's pastoral support systems. This includes teaching pupils explicitly what constitutes good behaviour at the Perse (for example, through teaching of the School's Values, the School Rules (see section 7) and good habits and routines). Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour.

6.3 Where appropriate an Educational Visit set of expectations will be prepared for individual Educational Visits. See the School's *Educational Visits Policy*.

6.4 Specifically, all pupils of the School are expected to:

- act with honesty and integrity and to treat all members of the school community and the public with respect, courtesy and kindness both in actual and virtual (online) interactions;
- contribute positively to the school community;
- contribute to the high quality of learning by ensuring that they:
    - arrive calmly, punctually and correctly equipped for each lesson;
    - listen carefully and use their time in class appropriately and effectively;
    - do not disturb teaching, or the learning of others; and
    - write down any homework to be undertaken, complete it and hand it in on time;
- take responsibility for their own safety and that of others to the best of their ability and commensurate with their age and maturity. Behave calmly and sensibly when moving round the school, when waiting for lessons and when not directly supervised;
- take care of the school environment, ensuring that everybody's property is respected and safeguarded;
- take pride in their appearance, wearing uniform correctly and smartly.

6.5 Parents are expected to work with the School to ensure that their children understand (in an age-appropriate manner) this policy and the school rules (see section 7). This policy and the school rules will be reinforced periodically at assemblies and at other times. In the Upper School, all pupils are required to read this policy and confirm that they have done so.

6.6 The Head has overall responsibility for behaviour management issues. The following staff are responsible for day-to-day behaviour management issues:

- Upper School: The Deputy Head (Pupil Development and Welfare), Assistant Head (Pupils), Section Heads and Heads of Year.

- Prep School: The Deputy Head.
- Pelican School: The Head or Deputy Head.

6.7 The above members of staff provide guidance to other staff and can access expert advice if ordinary management methods are ineffective with a particular pupil.

7 SCHOOL RULES UNDERPINNED BY THE PUPIL CODES OF CONDUCT

7.1 The School rules are made up of: the Upper School Rules, the Prep School Expectations and the Code of Pelican Behaviour. Pupils are expected to abide by the School rules in force in the part of the School they attend.

7.2 The School Rules (including associated bounds and uniform regulations) shall be set by the Head. The School rules are necessary:

- for the safety and well-being of everyone at the School;
- for the reputation of the school community as a whole; and
- for the protection of school property and the wider environment.

8 REWARDS

8.1 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 Annex 1.

8.2 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

8.3 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

9 BREACHES OF SCHOOL DISCIPLINE

9.1 When a member of school staff becomes aware of unacceptable behaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with this policy.

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

9.3 The School recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

9.4 The primary purpose of sanctions is to help pupils avoid making the same mistake in the future. In determining the level of sanction to be applied where the School has established

a breach of its Behaviour and Discipline Policy, staff will give consideration to the following factors (where appropriate):

- the nature of the incident or misbehaviour
- the context of the incident or misbehaviour
- the age and prior conduct of the student
- additional personal circumstances (including SEN, religious requirements or being new to the school)
- remorse shown
- honesty and co-operation in the enquiry about the incident or misbehaviour
- impact of the incident or misbehaviour
- legal advice
- if restorative practices might be more effective
- any other relevant factor (e.g. risk to pupil welfare).

9.5 The School adopts a culture of openness and transparency and, where pupils or parents/carers have any concerns regarding breaches of discipline, contact should be made with the School at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.

9.6 The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School rules and policies for behaviour and discipline. The sanctions used within each part of the School are detailed in Annex 2.

9.7 Allegations, complaints or rumours of breaches of discipline are dealt with by staff as they occur. Staff may carry out information gathering and / or collecting accounts from the pupils involved to ensure that sanctions are fairly applied. All sanctions other than Permanent Exclusion and Removal may be applied following such processes (see Annex 2 for details of possible sanctions). A breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation. Sanctions of fixed term exclusions will involve staff at Deputy Head level.

Staff should be aware of special procedures for serious breaches of school discipline (see Section 10 and the *Permanent Exclusion, Removal and Review Policy*) and should discuss the matter with the relevant Deputy Head if they think the alleged breach may be categorised as serious.

When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied, or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole.

Other Sanctions

9.8 The Heads may prescribe and authorise staff to use sanctions other than those detailed in Annex 2 as long as they comply with good educational practice and promote good behaviour and compliance with the School rules and codes of conduct.

9.9 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.

9.10 Where possible, staff should attempt to link the task in the sanction to the offence in order to provide the pupil with an opportunity to learn. Teachers must consult with relevant senior staff if they consider a creative sanction to be more appropriate to the individual case (these must be appropriate, proportionate and not humiliating).

9.11 The School will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.

9.12 In considering whether a sanction is reasonable in all circumstances, the School will consider whether it is proportionate in the circumstances of the case. It will also consider any special circumstances relevant to its imposition including:

- the pupil's age and developmental stage;
- any special educational needs or disability they may have; and
- any religious requirements affecting them.

Additional needs

9.13 In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to the pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the School will have regard to the following:

9.13.1 Whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;

9.13.2 Whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;

9.13.3 Whether, in light of the conclusions reached in respect of 9.13.1 and 9.13.2, 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*;

(d) Maintaining academic and behaviour standards, including adherence to the School rules; and

(e) Ensuring the wellbeing and dignity of pupils.

9.14 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from pastoral staff and learning support staff and further action in accordance with the School's policy on special educational needs and learning difficulties will be considered.

9.15 In most cases of poor discipline, the School will seek not only to use a sanction, but also to provide support for the pupil. This may include sessions with the class teacher, tutor, Head of Year or Head of Section to help the pupil with any pastoral concerns. The pupil may be supported by a member of the pastoral team, or the pupil and their parents may be directed to an appropriate professional. The School will try to address underlying issues rather than solely the consequence of those issues.

9.16 Where a pupil displays persistent disruptive behaviour and there is a concern about that pupil's needs, the School will liaise with parents and/or local agencies to assess those needs in accordance with the School's *Policy on Special Educational Needs (SEN) or (SEND) and English as an Additional Language (EAL) Policy* and *Safeguarding and Child Protection Policy*.

9.17 The School recognises that it may be difficult for pupils to make a transition into the School and immediately adopt the School Values. The School pays special attention to ensure that new pupils are supported in early days after joining.

9.18 In the Early Years, particularly in Nursery, it is recognised that serious poor behaviour may be due to excessive tiredness. In the event of repeated behaviour issues children's hours may be reviewed with parents and reduced hours or a temporary break from school may be encouraged.

10 SERIOUS BREACHES OF SCHOOL DISCIPLINE

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

10.2 Any allegation, complaint or rumour of a matter which could qualify as a serious breach of discipline should be referred to the Deputy Head (Pupil Development and Welfare) at the Upper, Deputy Head at the Prep and Deputy Head at the Pelican. They will discuss the matter with the relevant Head to decide if the matter will be investigated as a serious breach of school discipline.

10.3 In order to make the decision set out in 10.2, it is likely that preliminary fact finding is undertaken by a senior member of staff (such as the Head of Year). The senior member of staff will report their findings to the Deputy Head. Based on these findings, the Deputy Head, in consultation with the Head where appropriate, will decide whether the allegation, complaint or rumour could qualify as a serious breach of discipline which may result in permanent exclusion or a requirement for the pupil to leave the School (removal).

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

10.5 Allegations, complaints or rumours that the School has determined could qualify as a serious breach of School discipline will be dealt with in accordance with sections 8 and 9 of the *Permanent Exclusion, Removal and Review Policy*.

10.6 Serious breaches of school discipline that may lead to permanent exclusion or required withdrawal include, but are not limited to, involvement with drugs, alcohol, tobacco, or related paraphernalia; theft, blackmail, bullying (including cyber-based, discriminatory, or prejudice-based), or other potentially criminal offences; physical violence and/or abuse; physical or emotional abuse or harassment (including behaviour dismissed as "banter"); hazing or initiation type violence and rituals; abuse within intimate personal relationships; sexual violence, sexual harassment and upskirting and other harmful/inappropriate sexual behaviour, consensual and non-consensual making or sharing of nudes and semi-nudes; behaviour in contravention of the School's policies on the acceptable use of technologies or online safety, supply or possession of inappropriate material such as pornography; behaviour which may constitute a criminal offence such as possession or use of firearms, knives, or other weapons, vandalism, significant IT misuse defacement and/or destruction of school property; serious academic misconduct, persistent minor breaches of discipline or attitudes or behaviour contrary to the School's Values and ethos; other misconduct which affects a member or members of the school community or damages the school's reputation; discrimination; serious breaches of health and safety; and any other misconduct outlined in the School Rules and parent contract. For further details see section 6 in the Permanent Exclusion, Removal and Review Policy.

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

11 INTERVENTION, SUPPORT AND REINTEGRATION

11.1 The School will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of exclusion, removal and permanent exclusion. The School has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.

11.2 The range of intervention strategies that the School may put in place include as appropriate, but are not limited to:

11.2.1 frequent and open engagements with parents;

11.2.2 providing mentoring and coaching;

11.2.3 short-term behaviour report cards or longer-term behaviour plans; and

11.2.4 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

11.3 Where the School has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and/or whether a multi-agency assessment is appropriate.

11.4 Following a sanction, the School will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the School. This may include reflective conversations, restorative approaches, pastoral support or other targeted interventions where appropriate. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.

11.5 The School will consider and apply appropriate strategies for the reintegration of a pupil, for example, following removal from the classroom, or exclusion. Where appropriate, this may include pastoral support, behaviour plans, reflective conversations, restorative approaches and other measures designed to support successful reintegration and reduce the likelihood of further incidents.

12 THE ROLE OF PARENTS

12.1 The School seeks to work in partnership with parents over matters of discipline, and it is part of the parents' obligations to the School to support the School values, conventions and rules and this policy.

12.2 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct, but the School may be prevented from doing so immediately e.g. by the police if they are involved.

12.3 All Parents will be notified of any pending disciplinary hearing in accordance with the *Permanent Exclusion, Removal and Review Policy*.

12.4 Parents will be notified of disciplinary sanctions:

12.4.1 imposed for significant breaches of discipline (i.e. gating, after school detentions, fixed-term exclusions or persistent minor breaches); and those

12.4.2 imposed for serious breaches of discipline and any rights of review,

as required and / or within School reports.

12.5 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.

13 THE ROLE OF PUPILS

13.1 Every pupil will be made aware of the school behaviour standards, values, expectations, pastoral support and the school's approach to a failure to meet required standards. Pupils will be taught they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture.

13.2 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.

14 SAFEGUARDING AND CHILD-ON-CHILD ABUSE

14.1 The School is committed to providing pupils with a safe environment free of abuse, harassment and discrimination. All pupils and parents are encouraged to report unacceptable behaviour to the School to maintain a safe environment for all children. Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero-tolerance approach to abuse[1] in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

- bullying (including cyber-bullying, prejudice-based and discriminatory-based bullying and faith-based prejudice or faith- or race-based discrimination);
- abuse within intimate personal relationships between peers (teenage relationship abuse);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and/or encourages physical abuse);
- physical assault and harm, or the threat of harm with a weapon;
- harmful sexual behaviour, including misogyny, sexual violence, such as rape, assault by penetration and sexual assault, possibly with an online element which encourages sexual violence;
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing somebody to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual making or sharing of nudes and semi nudes;
- upskirting and/or attempts to commit upskirting; and
- initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

14.2 Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

[1] *This wording reflects KCSIE, but schools should be aware of the research undertaken by the Lucy Faithfull Foundation, Everyone's Safer which concludes that these approaches may deter disclosure, particularly when students fear harsh sanctions or feel their peers will be stigmatised and consider how to address this.*

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

14.4 In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to child-on-child abuse are set out in the School's *Safeguarding and Child Protection Policy*. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and/or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the School's S*afeguarding and Child Protection Policy* will take priority.

15 CORPORAL PUNISHMENT AND USE OF REASONABLE FORCE

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

15.2 Any use of force by staff must be reasonable, proportionate, lawful. Restrictive interventions will be used as set out in Annex 5.

16 SEARCHING PUPILS

16.1 School staff may search a pupil and their possessions and accommodation on trips for any item if the pupil agrees. If a member of staff suspects that a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

16.2 If a pupil refuses to co-operate with a search the Head, and staff authorised by the Head (see 16.3 below), 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 Annex 6 for the School's policy on searching and confiscation including the definition of prohibited items for which force may be used.

16.3 The Head has authorised the following staff to carry out searches and to retain or dispose of items in accordance with Annex 6 of this policy:

- Deputy Heads;
- Assistant Heads;
- Section Heads;
- Senior Tutors;
- Heads of Year;
- Pelican School Class Teachers; and
- Trip Leaders

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

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.

18 RECORDS

18.1 All records created in accordance with this policy are managed in accordance with the School's Records Management Policy and Records Retention Schedule.

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

18.3 The School will keep a separate record of exclusions, pupils taken off roll, incidents of poor behaviour, use of internal isolation and sanctions imposed for serious misbehaviour. The record will include the date and nature of the offence, name and year of the pupil concerned, the sanction imposed and the reason for it, and the name of the person administering the sanction as follows:

- Upper School - in the Behaviour Management records on the SIMS database. In addition, a Serious Disciplinary Offences file is kept in the Deputy Head (Pupil Development and Welfare)'s office;
- Prep School - in the Behaviour Management records on the SIMS database. In addition, a file is kept within the Head's Office in which details of after school detentions and secondary notes are recorded;
- Pelican School - in the Record of Sanctions for Serious Disciplinary Offences which is kept electronically by the Head.

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

18.5 The records of sanctions for serious misbehaviour are reviewed regularly by the Deputy Head (Pupil Development and Welfare) at the Upper and the Head at the Prep and Pelican so that any patterns in behaviour can be identified. This will also help if/when responding to any complaints about the way a case has been handled by the School.

18.6 The School will keep a separate record for:

18.6.1 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.

18.7 The records created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

18.8 Overall statistics are made available to the Independent School's Inspectorate (ISI) on an annual basis and are monitored by governors.

19 MALICIOUS ALLEGATIONS

19.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL 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.

19.2 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.

19.3 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.

20 RISK ASSESSMENT

20.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

20.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

20.3 The Upper School Head, Prep School Head or Pelican School Head, as appropriate, has overall responsibility for ensuring that matters which affect pupil welfare in each school are adequately risk assessed and for ensuring that the relevant plans are implemented, monitored and evaluated as required.

20.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Deputy Head (Pupil Development and Welfare), Prep School Deputy Head or Pelican School Deputy Head, as appropriate, who have been properly trained in, and tasked with, carrying out the particular assessment.

21 GOVERNORS' REVIEW

21.1 Parents may request a Review of the Head's decision:

21.1.1 to permanently exclude or remove a pupil from the School.

There will be no right to a governors' review of other sanctions or in the event of suspension as a neutral act pending investigation of a disciplinary matter. Please refer also to the School's *Exclusion, Removal and Review Policy*.

22 VERSION CONTROL

Date of adoption of this policy	3 September 2026
Date of last review of this policy	August 2026
Date for next review of this policy	August 2027
Policy owner (SLT)	Upper School – Deputy Head (Pupil Development and Welfare) Prep School – Deputy Head Pelican School – Deputy Head
Authorised by	Jonathan Scott On behalf of the Board of Governors
Circulation	Governors / teaching staff / all staff / parents / pupils [on request] Published on the School's website and PersePortal and available from the School Office on request
Status	Complies with the Education (Independent School Standards) Regulations 2014 (SI2014/3283), EYFS, Education and Skills Act 2008, Data Protection Act 2018 and UK General Data Protection Regulation, Human Rights Act 1998 and Equality Act 2010

ANNEX 1 - UPPER SCHOOL REWARDS

1. **Verbal Praise:** Teachers and tutors are encouraged to positively reinforce good deeds. A positive conversation can build one's self esteem. It is important to value effort, improvement and kindness**.**

2. **Recognition of Good Work**

Staff who wish to commend pupils for work of a high quality or for significant improvement can:

- Make an appropriate comment on the end of term report;
- Also inform the tutor, Head of Year or Head of Section who can then see the pupil to congratulate them;
- Give the pupil a merit (which is automatically awarded when a positive comment is recorded on the achievement record on SIMS). The tutor also receives a copy of the merit and is encouraged to congratulate their tutee.
- Recommend the pupil for an end of year prize.

3. **Merits**

The Merit system applies to Years 7-13. The purpose of the Merit system is to help to encourage excellence, hard work and improvement among pupils by recognising and rewarding their achievements in a more immediate way than end of term reports allow.

Merits are awarded for work or conduct that falls into one of the following four broad categories. A comment usually accompanies the merit, which is displayed to the student by email, and copied into the tutor.

- Endeavour
- Intellectual Curiosity and Scholarship
- Breadth and Balance
- Valuing One Another and the Environment

Merits are awarded across the whole of the Perse ability range and focus on motivating pupils to do the best they can across all areas of school life. All sections of the School have prizes linked to merit totals.

4. **Mention/Award in Assembly**

The Head, Deputy Heads, Section Heads and Heads of Year will endeavour to recognise significant pupil achievement in assembly, or via other appropriate means such as the school newsletter and/or 'well done' postcards.

5. **Colours**

Colours are prestigious awards for positive extra-curricular participation. Colours are awarded in assemblies at the end of each term.

6. **Prizes**

Prizes are awarded at special assemblies in the Summer Term.

7. **Postcards**

A number of staff (including Heads of Year and Heads of Section) write postcards to pupils congratulating them for positive behaviour.

8. **Recognition in Sectional Newsletter**

Each section sends our periodic mailings to parents. These include messages to recognise achievements of groups or individuals

ANNEX 1 – THE PREP SCHOOL REWARDS

1. **Verbal praise**
Staff endeavour to acknowledge and praise kindness, manners, effort and thoughtful behaviour wherever and whenever they can through verbal praise. Pupils are encouraged to develop an intrinsic motivation to be caring, considerate and positive members of the Prep.

2. **Housepoints**
Housepoints are a formal way of rewarding good effort on the part of pupils and are usually given for:

- Good work in any area of the curriculum.
- A positive approach to organisation.
- Achievements in extra-curricular areas of school life.
- A pleasing attitude.
- Helpful behaviour inside and outside the classroom.
- Kind actions.

Housepoints are recorded centrally on SIMS and can be viewed via the ParentPortal and the Pastoral Dashboard. These are tallied each week and Housepoint certificates are awarded to children once they achieve multiples of 50 Housepoints (bronze, silver, gold etc.). Pupils are very keen to earn Housepoints, both for their own sense of achievement and because they contribute to the overall House total, details of which are announced at Friday assemblies.

3. **Pelican Awards**
Every pupil is awarded a Pelican Award once a year during Friday assembly. These are awarded by Form Teachers, with reasons provided with each specific certificate. Parents are given prior notice so that they may attend for this assembly.

4. **Learning Support Awards**

Pupils are able to win stickers for their efforts and achievements during the 1:1 and group learning support sessions. These are stored on each pupil's individual chart. When five stickers have been gained, a pupil is awarded with a Housepoint.

5. **Other Rewards for Exceptional Behaviour**
Occasionally Form Teachers or Heads of Year might use a reward such as an extra playtime for behaviour or effort shown as a whole class for a particular occasion or over a period of time. Form Teachers also award a 'Star of the Week' to a child in their class each week, with each child receiving it at least once during the academic year.

6. **End of Term Assemblies**
At the end of each term a formal assembly takes place, either for the whole school or in year groups, to recognise their peers' achievements: Department Certificates (x4 certificates per department – one per year group), Values Prizes (one for each of the four Perse Values per form group) are awarded to pupils who have consistently shown an excellent level of commitment and effort. Reasons are given by staff and recorded on the certificates; these are shared with the other pupils during the assembly when being presented.

7. **Prize Giving**
At the end of the Summer Term four Prize Giving Assemblies are held when Department Cups, Form Prizes, Department Certificates and Values Prizes are awarded.

ANNEX 1 – THE PELICAN SCHOOL REWARDS

At the Pelican 'verbal praise is the prize' which allows children to understand what they have done well and develop intrinsic motivation to learn effectively or behave in a pro-social manner. The children may be rewarded for many reasons such as, a commendable piece of learning, notable progress, improvement in behaviour or for exemplary role modelling of behaviour to others. The children are taught to be reflective, recognise their own achievements and show pride in what they have done in a variety of ways

- Verbal praise is used to highlight exemplary behaviour or to celebrate the process of learning.
- Each child has the opportunity to reflect upon their own work and select a piece of learning of which they are most proud thus awarding themselves a Golden Brick and a special teatime with the Head.
- Collaborative rewards are a staple at the Pelican. This allows the children to build positive collaborative relationships with peers and work towards a collective goal. All classes have a collaborative reward system.
- Quiet celebrations are noted on the staff room board. This allows all adult members of the school community to give quiet praise to a child who has achieved good things in an area of school or home life.
- Learning friends teach our young children the characteristics of effective learning.

Tommy Tortoise – Perseverance

Bertie Bee – Collaboration and Teamwork

Ursula Unicorn – Creativity and Imagination

Oscar Owl – Metacognition

Clara Cat – Curiosity

Class teachers will highlight if a pupil or pupils are demonstrating any of the above. They may also be permitted to place one of the learning friends at their desk as a reward.

In addition, rewards may also include:

- Encouraging a pupil to show their learning to another class, member of staff or the Head for their appreciation and congratulations.
- Highlighting good learning outcomes to other pupils thus demonstrating how learning objectives and success criteria may be achieved.
- Displaying achievements or learning on the WOW wall in the classroom.
- Make an appropriate comment to parents on the end of term report or in incidental parent/teacher meetings.
- Write a note to parents in the daily communication book recording the pupil's special achievement.
- Take a photo of the achievement/learning and upload it to Seesaw (a comment or like can be added).

ANNEX 2 – UPPER SCHOOL SANCTIONS

The following sanctions are used within the Upper School:

1. A verbal reprimand.
2. A verbal reprimand with demerit. This will be received by the pupil's tutor for further discussion if appropriate.
3. Written sanction: a brief essay or a sincere letter of apology which are not recorded officially. The content is linked to the misdemeanour in order to reinforce learning and encourage reflection.
4. Lunchtime detention: for pupils who have failed to produce homework of the required quality, by the time agreed or for minor behavioural offences.
5. School and/or community-based community services such as tidying a classroom.
6. Mentoring Intervention: A series of reflective and educational conversations with a designated member of staff and/or appropriate senior pupil mentor. This may be in place of or in addition to a lunchtime, Friday or Head's detention.
7. Friday after school Detention: for more serious offences which warrant a pupil's time being taken up after school on a Friday and allows for reflection on their misdemeanours.
8. Head's Detention: for serious offences, repeated offences and persistent misbehaviour.
9. Fixed-term exclusions (exclusions): for significant offences or repeated offences (these are discussed with the Head when they are issued). In most circumstances the fixed-term exclusion requires the pupil to be off-site for a specified time with work to complete in that time. For one-day fixed-term exclusions, where appropriate, the pupil and their parents may be given the option of being on-site but out of lessons for the day (this offer is at the discretion of the Head).
10. Permanent exclusion, removal: in the case of a serious breach of discipline (see section 10 of the policy above).

The Head has produced guidelines for the types of offences which might result in detention sanction. These guidelines are set out in the Teaching Staff Handbook in an additional school rules guidance document for staff. If in doubt staff should refer the matter to the Assistant Head (pupils) or the Deputy Head (Pupil Development and Welfare). With lunchtime detentions, pupils will be given reasonable time to eat their lunch, drink and use the toilet.

Staff must ensure that they state clearly to a pupil that a detention is being given and the reason. Staff seek to help pupils understand what can be learnt from the misdemeanour and how they can approach a similar situation more positively in the future. Parents are informed of the nature of the offence and the member of staff setting the detention. The Assistant Head (pupils) or the Deputy Head (Pupil Development and Welfare) see all pupils who have been given a Head's Detention for a brief separate meeting.

Weekly Report

Pupils in the Years 7 to 11 who are having particular difficulties with behaviour or work ethic may be placed on weekly report after consultation between the tutor, Head of Year and the

Head of Section. The pupil has to produce the report booklet at the beginning of each lesson and staff give a grade and may add a comment. The parents of the child also see the booklet.

Sixth Formers

Problems of discipline or lack of academic progress involving a Sixth Former should be communicated to the tutor and if necessary to the Head of Year and Head of Sixth Form. The School wishes to adopt a more "grown up" approach to discipline with Sixth Form students in order to prepare them for life beyond school.

Sixth Formers who are either behind with their work or who are producing work of an uneven or insufficient quality may be placed in supervised private study. The Head of Sixth Form also runs *ad hoc* after schoolwork clinics for Sixth Formers with acute work crises. Disciplinary offences by Sixth Formers may result in the sanctions of "gating" (not being allowed to leave the premises), detention or being denied other privileges. These are at the discretion of the Head of Year, Head of Sixth Form and the tutor.

Bullying

The School records all allegations and confirmed cases of bullying. These records are kept in a folder in the office of the Deputy Head (Pupil Development and Welfare) and sanctions may be given in line with those detailed in this document. Further details of how the School deals with bullying can be found in the School's *Anti-Bullying Policy (Pupils)*.

ANNEX 2 –THE PREP SCHOOL SANCTIONS

It is our aim to resolve most issues involving poor behaviour in a direct and constructive way, for example problems can often be solved with a sincere apology, either verbal or written. It is, however, important that we have a consistent set of sanctions if needed, for which there are three stages:

1. Friday Reflection

Pupils can be given a '**Friday'.** This can be awarded for relatively minor incidents of poor behaviour or for pupils who have not been working to expectation. These are not a catch-up club for missed lessons due to illness/music lessons etc.

A '**Friday'** is taken by the Head of Year for up to 30 minutes on a Friday lunchtime. Staff record the details of attendees in an electronic file stored on SharePoint – these are then uploaded onto SIMS by the Deputy Head.

Pupils who receive 2 '**Fridays**' during a term will be spoken to by the Deputy Head and an email is sent home to parents via the form teacher. Pupils who receive 3 '**Fridays**' during a term automatically receive a **Detention** (with the Deputy Head) from the Deputy Head.

A '**Friday'** is usually awarded as a standalone measure but can be awarded in conjunction with a **Detention** (with the Deputy Head).

2. Detention (with the Deputy Head)

The School also uses a system of daytime **Detentions** which take place with the Deputy Head. They can be given for, amongst other reasons:

- poor attitude in relation to academic work
- unacceptable behaviour
- three **'Fridays'** during the same term

Detentions are usually given after a clear warning has been ignored. However, they can be given without warning for:

- direct disobedience
- intentional physical hurt to others
- foul language or inappropriate comments
- a clear breach of expected sensible behaviour

Detentions will take place during a break time or lunch time for up to 30 minutes in the Deputy Head's Office. The Deputy Head will arrange the time with the pupil(s) involved and oversee the **Detention.**

These are formal sanctions which are recorded centrally on SIMS by the member of staff giving the sanction. When this is done, the Form Teacher, Head of Year and Deputy Head are sent an automatic email. They contribute to a stand-alone tally and do not count against the Housepoint total.

- If a pupil receives one **Detention**, an email is sent home by the Head of Year outlining the reason.
- If a pupil gets 2 **Detentions,** they discuss with the Deputy Head strategies to improve their approach or behaviour. Parents will be formally notified of this conversation by the Deputy Head.

- If a pupil receives 3 **Detentions** for misdemeanours of a similar type, or they are within a short time frame (such as the length of the term), this results in an After School Detention. This is at the discretion of the Head.

3. After School Detention

After School Detention is the sanction used if a pupil receives 3 daytime **Detentions** for misdemeanours of a similar type or within a short time frame (at the discretion of the Head). They can also be given as a sanction for a single but significant misdemeanour. For a detention awarded when three daytime **Detentions** are accrued, the pattern of behaviour will have been discussed with the child, and parents informed on each occasion a **Detention** is given, therefore expectations and resulting consequences of a third **Detention** will be clear. Detentions are held after School from 3.45pm – 4.30pm and are supervised by a member of staff, usually the Deputy Head.

The Deputy Head sends a Detention Notice, usually via email to parents during the week running up to the detention, detailing the timings and location of the detention. The form also lists the reasons why the daytime **Detentions** have been given. Parents need to acknowledge the email which is then recorded by the Deputy Head and kept on file.

Serious Disciplinary Sanction

In the event of repeated poor behaviour, following the implementation of lesser sanctions, or in the event of a single serious breach of school rules (to be decided upon by the Head), the School may request that a child spends a period of time away from School – this will usually last for one or two days, at the discretion of the Head, and in consultation with the parents of the child in question. Permanent exclusion or removal have also been authorised by the Governors as a sanction in the case of a serious breach of discipline (see paragraph 10 of the policy above).

Creative Sanctions

There may, however, be occasions when one of the above sanctions is not the most effective way of dealing with certain behaviour, or incidents. In these instances, creative sanctions, appropriate to the individual case, may be devised with relevant members of staff (Form Teacher, Head of Year, the Assistant Head (Pastoral), Deputy Head and/or Head). For example, a child may, for an agreed period of time, be given a weekly report card for staff to comment upon particular aspects of attitude, approach or behaviour, with progress being monitored by a form teacher.

Bullying

The School records all allegations and confirmed cases of bullying. These records are kept in a folder in the Head's Office and sanctions may be given in line with those detailed in this document. Further details of how the School deals with bullying can be found in the School's *Anti-Bullying Policy (Pupils)*.

ANNEX 2 – PERSE PELICAN SCHOOL CONSEQUENCES (SANCTIONS)

All behaviour is a form of communication and at the Pelican we are mindful that repeated poor behaviour may be linked to a variety of factors outside a child's control. Poor behaviour can also be a conscious choice, and educators must be able to distinguish between behaviour which is under a child's control and behaviour which is not.
Young children make the wrong choices regularly. We provide a safe environment where children can make mistakes and be supported to learn from them. Classroom teams are consistent in their approach, investigating circumstances sensitively and with an active, listening ear. The children are supported to learn from their mistakes whilst also understanding their feelings and the feelings of others. Children will need positive behaviour management and positive reinforcement as the mainstay of the behaviour curriculum.

Positively phrased verbal warnings will be given as a corrective measure. If this is not successful a child may need an Educational Consequence to learn from their behaviour and understand what they should do next time. In the unlikely event of repeated behaviour which can be classed as dangerous to the pupil or to other members of the school community, a Protective Consequence may be actioned. The Protective Consequence will be designed to keep all members of the school community safe. Every effort is made to help pupils make the right choices of behaviour. The following consequences are used within school, both during the school day, at Club Pelican and at extra-curricular clubs. For low level behaviour which falls below the expected standard the following consequences will be used incrementally.

1. A verbal reminder of expected behaviour
2. Reflection time / Consequence
3. Visit to the Head or Deputy Head/Parents informed
4. Serious breaches of discipline will involve the Head or Deputy Head and parents will be informed

In addition to the above, a discussion is always held with the pupil to fully investigate and move forward positively. An apology is given where appropriate to the relevant person. Consequences for repeated behaviour which fall below the expected standards may include:

1. Reflection time at playtime
2. Reflection time at special time or golden time
3. An apology in person, in a note or a letter
4. Time spent in a different classroom or space
5. Helping to tidy up or fix a problem

In the Early Years, a calm down area is in place for pupils to calm down and reflect. It enables pupils to regulate their emotions, think about their actions and make changes before returning to their activities.

Behaviour causing concern will be communicated to parents at an early stage. The school and parents will work together to improve behaviour should this be necessary. Children who need targeted support may have an individual behaviour support plan drafted and actioned by the class teacher and pastoral team.

Serious Disciplinary Sanction

In the event of repeated poor behaviour, following the implementation of lesser sanctions, or in the event of a single serious breach of school rules (to be decided upon by the Head), the School may request that a child spends a period of time away from School – this will usually last for one or two

days, at the discretion of the Head, and in consultation with the parents of the child in question. Exclusion Permanent exclusion, removal or Exclusion have also been authorised by the Governors as a sanction in the case of a serious breach of discipline (see paragraph 10 of the policy above).

Pelican Behaviour in Clubs and Club Pelican Holiday Club

The opportunity to attend clubs and Club Pelican is a privilege. Pelican Behaviour is expected at all times. Initial consequences or sanctions for misbehaviour mirror the procedures during the school day, as set out above. For serious or repeated breaches of behaviour expectations, the School reserves the right to withdraw a child's place at a club or Club Pelican.

ANNEX 3 – UPPER SCHOOL RULES

Scope

The Head's authority is exercised by the application of the Upper School's Rules to all pupils at the School and at all times when a pupil is:

- in or at School;
- representing the School or wearing School uniform;
- travelling to or from School;
- on School-organised trips;
- associated with the School at any time.

This policy shall also apply to pupils at all times and places in circumstances were failing to apply this policy may:

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

Staff and prefects exercise the Head's authority over pupils when carrying out their duties. The Governors and the Head intend that the Upper School Rules and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises, for example at weekends, half term and in the holidays, if in the opinion of the School the conduct concerned impacts or may impact upon the pupil's conduct at school, the reputation of the School or where the conduct in question affects or may affect the welfare of a member or members of the School community.

Behaviour

Members of the School are expected to be honest and to show good sense and good judgment at all times, by adhering to the School's values and following the Code of Conduct, School Rules or any set of expectations for an educational visit or trip (if this applies), which set out the fundamental principles of the School's policy on behaviour and discipline. The Code of Conduct is found in all year 7-11 form rooms. All pupils should be aware of the School's anti-drugs and substances policy, policy on alcohol, anti-bullying policy (pupils) and acceptable use of ICT policy for pupils. Departmental rules and safety procedures must be observed.

Obligations on Pupils

There are various obligations that all members of the School are expected to fulfil.

Attendance

- All pupils are expected to attend all timetabled lessons and activities (including games) unless ill or injured and with a note from a parent/guardian or the School Nurse, or for reasons notified and agreed by the appropriate member of staff in advance. A pupil in a School sports squad is expected to be available to play for a School team when selected and to take reasonable steps to ensure that any problem is communicated directly (i.e. face-to-face) and well in advance to the teacher supervising that team.
- Pupils involved in ensembles, plays and other similar groups are expected to attend notified rehearsals and meetings; they should take reasonable steps to ensure that any problem is communicated directly (i.e. face-to-face) and well in advance to the supervising teacher.

- Pupils may not leave the site during the school day unless they have permission from a member of staff. One exception exists: Sixth Form pupils must attend registration, assemblies, tutorials and all timetabled lessons including games and enrichment. They are free to leave school during private study (free) periods and break times. Any pupil leaving the school site during the school day must register, using the biometric registration box on the side of the Medical Centre (or alternative method of registration if appropriate) both on departure and on their return (see below). The School cannot be held responsible for any pupil who has left the site for private rather than School purposes. In these circumstances pupils leave the site at their own risk. This is made clear to pupils and parents on an annual basis.

Registration

Compulsory registration takes place:

		Morning Registration	Afternoon Registration	Close
Sixth Form	Monday, Wednesday and Thursday	On arrival at school using a biometric registration boxes (or an alternative method if appropriate)	During lesson at 2-2.30pm. If the pupil does not have a timetabled lesson they are marked with an X code.	4pm
	Tuesday and Friday	Tutor Period/Assembly (8:35-9.05am)	As above	4pm
Year 7 - 11	All days	Tutor Period (8:35-9.05am)	During lesson at 2-2:30pm	4pm

- Pupils should be in their Form Room for morning registration by 8.35 a.m. at the latest. If a pupil misses Form Registration for any reason, it is their responsibility to use a biometric registration box (or alternative method if appropriate) as soon as they arrive at School.
- Pupils in music activities during morning registration time must use the biometric registration box before the activity.
- Pupils leaving or re-entering the site after morning registration and before the beginning of last lesson must register using a biometric registration box (or alternative method if appropriate) on departure or arrival.

Assemblies and form times

- All members of the School are expected to attend assemblies and form time activities unless required for an approved supervised school activity or to meet with their tutor.
- Parents who wish their child to be excused assemblies that mark Christian festivals (usually Christmas and Easter) must write to the Deputy Head (pupil development and welfare).

Sanctions

- Pupils given sanctions by members of staff for breaches of the School Rules are expected to complete or serve that sanction at or by the time notified unless permission for a deferral has been obtained in advance from the Deputy Head (pupil development and welfare).

Alcohol & Smoking
The School has a separate policy on alcohol.

Pupils are forbidden, regardless of age, from:

- Bringing alcohol or smoking/tobacco/nicotine materials (including e-cigarettes/ vapes, snus, herbal cigarettes, or other items used in a similar manner) onto School premises (there is an exception to this rule when alcohol is being brought into School as a gift for a member of staff, or as a contribution to a Parents' Association Event) or being in unsupervised possession of alcohol or smoking/tobacco/nicotine materials while on School premises or in the care of the School.
- Consuming alcohol (there is an exception to this rule for members of the Sixth Form, who are over 18, are permitted to consume alcohol in moderation at the leavers' event or other events where permission has been specifically granted), smoking or vaping during the School day or when in the care of the School, whether on or off School premises.
- Obtaining or supplying (to another pupil during the School day or when in the care of the School) alcohol or smoking/tobacco/nicotine materials (including e-cigarettes/ vapes, snus, herbal cigarettes, or other items used in a similar manner).
- Being impaired by alcohol while on School premises or in the care of the School.
- Bringing the School into disrepute for any reason associated with alcohol, whether or not they are in the care of the School at the time. Action may be taken when the welfare of any member of the school community or the reputation of the School may be affected.

Property

- Pupils are forbidden to buy and sell items amongst themselves.
- All garments and articles of personal property must be clearly named in regulation fashion.
- Valuable items and large sums of money should not normally be brought to School. If it is essential that such items are brought, they should be handed to Reception for safe keeping. Lockers must be used for belongings when not in use.

Mobile phones and personal smart technology

- Mobile phones and personal smart technology for Years 7-11 must not be accessed during the school day (arrival on site – 4pm). Years 7-11 must lock their mobile phones and personal smart technology in their book lockers from arrival to the site and for the duration of the school day. Pupils may collect their mobile phones and personal smart technology at 4pm, but their use is restricted to directly supervised instances and only for brief contact home. Specific rules apply for times when pupils are in the care of the school outside of the school site and these arrangements are communicated to pupils beforehand. See the School's *Acceptable Use of ICT policy for pupils* for full details. Sixth Form may use mobile phones in the Sixth Form areas only (i.e. not in locations visible to younger pupils).

Prohibited and Banned Items

- Pupils may not bring to school or possess whilst in the care of the School the following Prohibited Items (as specified in Annex 6 of the Behaviour and Discipline Policy):
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks

    - Pornographic images
    - Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil).
- In addition to the above Prohibited Items, pupils may not bring to school or possess whilst in the care of the School the following items:
    - mobile phones and smart technologies during the school day;
    - chemicals;
    - aerosol sprays (excluding deodorant);
    - bottles of correcting fluid;
    - laser pens;
    - matches or lighters;
    - toy/replica weapons;
    - e-cigarettes, vapes, snus or nicotine containing products;
    - extra hot chillies; or
    - any other item the possession or use of which is forbidden by law or any other item notified to pupils by The School.
- Pupils may not bring to School or use in School training supplements (e.g. creatine, protein powder) or high energy drinks.
- Pupils must not possess or use any controlled drug/medicine without authorisation from the School nurse.
- Pupils may not bring to School or be under the influence at School of any substance intended to alter their mental state or performance, including chemical substances of any kind, laughing gas, caffeine tablets / drinks.
- Prohibited and Banned items may be searched for without pupil consent in accordance with the School's policy on searching and the retention and disposal of confiscated items.

Uniform and Appearance

- Pupils must conform to the Uniform Regulations/Dress Code currently in force (see Annex 4) and should be smartly dressed. The decision of the Head, Deputy Head(s), Assistant Head (Pupils) or Heads of Section in matters of dress and appearance is final.

Safety

- Pupils must not let any visitors on to the school site and must report any adult on site without a school lanyard. All visitors must report to reception on arrival.
- Pupils should ensure that their behaviour does nothing to harm or endanger themselves or other members of the School, staff or public, or do damage to property.
- Pupils must acquaint themselves with the Fire Drill and Lockdown regulations from information shared at the start of the academic year.
- Pupils are not allowed to throw snowballs or water balloons on the school site as these can cause eye injuries.
- Pupils must not be on site before 7.30am or after 5:45pm on weekdays, or at weekends unless involved in a supervised school activity.
- Pupils are expected to behave in an open and transparent manner and remain in supervised areas. They must not avoid supervision or enter areas which are out of bounds.

Transport

- Pupils cycling to or from School must ensure that their bicycles are roadworthy, wear a cycle helmet and must not use earphones of any description whilst cycling. High visibility clothing must be worn at all times, and cycles must have working front and rear lights.
- The same safety equipment is required for use of scooters, power skateboards or other methods of wheeled transport. Pupils must ensure they use these safely and in accordance with the law.
- Bicycles must be locked and should only be left in racks or bike sheds provided and not overnight, at weekends or during the holidays.
- Hire bikes or scooters (or items from similar schemes) should not be brought onto the school site.
- Sixth Formers may use their own motor transport for journeys to and from school activities only with permission of the Head of Sixth Form. Lifts may not be given to any pupil under 18. For pupils over 18, lifts may be given only with written permission from both the driver's and the passenger's parent/guardian/carer. The School's Driving Regulations should be obeyed at all times, and Sixth Formers must not bring cars onto the School site for any reason without the permission of the Head of Sixth Form.
- Pupils are expected to cycle / drive in a safe and considerate manner and adhere to the Highway Code, Road Traffic Regulations, city, and other local rules.
- Pupils must not be dropped off on Hills Road or Long Road or at the Perse Sports Centre.
- Pupils must wear seat belts on minibus and coach journeys

Absence from School

- Requests for permission to miss school or school events should be addressed in writing to the Deputy Head (pupil development and welfare) and should be sent well in advance where possible.
- In cases of illness the School should be informed by 9am on each morning of absence by means of telephone call from a parent/carer to the attendance officer (via 01223 403800), or by an email sent to attendance@perse.co.uk.

Unacceptable Behaviour

Pupils are required to follow staff instructions and to accept the authority of the school. These requirements are essential so as to permit the School to perform its duty of care.

These rules will be reviewed annually. Continual and deliberate breaking of these rules or unwillingness to abide by the School Rules is not consistent with membership of the School.

ANNEX 3 –PREP SCHOOL EXPECTATIONS

GENERAL BEHAVIOUR

We expect that pupils will:
Be polite, kind and respectful at all times and adhere to the Perse Values.
Arrive on time for all lessons with all the equipment they need. Any borrowed equipment must be returned at the end of the lesson.
Listen attentively and behave sensibly in all lessons and extra-curricular activities.
Arrive calmly and settle quickly for lessons, assemblies, talks, productions etc.
Move around the School sensibly and calmly, holding doors open for others wherever possible.
Act as ambassadors for the School when on any school fixture, trip or visit.
Remember to say please and thank you whenever appropriate.
Be honest and take responsibility for their actions and their environment.

BREAK TIMES

We expect that pupils will:
Take care of themselves and of others by playing sensible games.
Stop and listen carefully if staff blow the whistle to give a message or to announce that it is the end of break time.
Not enter 'out of bounds' areas, including buildings, without permission.
Only play games with equipment provided by the School, and share this equipment with others in a fair way.
Respect the members of staff who are on duty, and seek advice from them if they are having difficulties.
Avoid going under or over the chains around the top playground.
Follow the guidelines and rotas for the play equipment.
Put all equipment away at the end of break times.

APPEARANCE AND BELONGINGS

We expect that pupils will:
Wear the correct uniform, including footwear. All items must be named.
Ensure that all uniform and other belongings are clearly named.
Not wear any make up or jewellery, unless part of a costume for a dress-up day, or unless permission has been given by a member of staff.
Basic watches are allowed.
Have earrings, if needing to be worn, taped up at all times. Earrings must only be small studs.
Ensure that hair is tied up properly if longer than shoulder length, using subtle hair accessories.
Have the correct kit for Games, PE, clubs etc. Kit should not be borrowed from other children.
Not bring any electronic items to school, unless permission has been given by a member of staff.
Only bring food (allergy free) to school as a snack before an after-school club - snacks should be eaten under supervision and not shared with others.

ANNEX 3 – CODE OF PELICAN BEHAVIOUR

Pelican Behaviour indicates the behaviour expectations for each child within the School:

We are kind with our hands, feet and mouths

We tell the truth

We follow instructions

We listen to the person who is meant to be talking

We take care of each other and our environment

ANNEX 4 – UNIFORM/DRESS CODE – UPPER

This annex exists for Upper School pupils due to their age and independence. It is not deemed necessary to produce a similar annex for the Pelican and Prep pupils.

Years 7-11 **Daywear** Uniform list
Y7-11 may wear school games kit on days where timetabled games sessions take place. On other days the following will be worn by all pupils in years 7-11:

- Black blazer with school crest – available from the School's uniform supplier
- Plain white, collared shirt/blouse (tucked-in) - available from a retailer of your choice.
- Dark grey/black pleated skirt or dark grey/black trousers with conventional crease - available from a retailer of your choice.
- Black/grey socks or plain black/skin-tone tights - available from a retailer of your choice.
- Plain black polishable shoes of conventional design - available from a retailer of your choice. Shoes should be low heeled (approximately 1 inch).
- Optional item: Purple, black and red striped school tie – available from the School Office and the School's uniform supplier.
- Optional item: plain grey jumper without logo - available from a retailer of your choice.

If pupil in Year 11 need new uniform whilst in Year 11, they are allowed to wear a dark suit as a transition towards Sixth Form dress code.

Sports/activewear Clothing

Pupils are required to wear the appropriate sports kit for Games and PE. Sports kit can only be worn to academic lessons on days where pupils have timetabled games, or if there is an early lunch departure to an away fixture. Where pupils kit is wet or muddy, tracksuits should be worn. Failing this, pupils are required to change into full school uniform.

Additionally:

- Longer hair must be tied back by discreet means for safety in certain lessons (e.g. science, sport).
- Make-up may be worn but should be discreet. Nail varnish should be subtle/neutral colours.
- Jewellery (including piercings) should be discreet and must be removed for sport and other appropriate times.

Pupils (or parents) must seek permission from the Deputy Head (Pupil development and welfare) for alternative arrangements.

Cycling to and from school
Pupils cycling to School must wear a protective helmet and high visibility clothing. They must also have a roadworthy bike and working lights.

Equal treatment
The same uniform/dress code applies equally to all pupils, irrespective of their sex, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare. However, the School will consider reasonable requests to alter the School Uniform, for example, for genuine religious requirements and reasonable adjustments for disabled children. The pupil or their parents should refer the matter to Deputy Head (pupil development and welfare).

Symbols of faith: Certain items of jewellery, such as the Kara bangle worn by Sikhs, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare and the School's existing uniform/dress code (in regard to, for example, the school colours).

Sixth Form Dress Code

Sixth Form students are role models for younger pupils - as such the School expects high standards of dress. The Sixth Form should be smartly dressed in a manner that would result in them being taken seriously within a professional working environment. Students' appearance should reflect a sense of pride in themselves and of the School. Students may choose to wear either the trouser suit or skirt suit option.

Conventional business suit (matching top and bottom) worn with a smart shirt/blouse	**OR**	Smart skirt/trousers and jacket (these do not have to be matching), worn with a smart shirt/blouse	**OR**	A smart dress with a jacket

Optional items
Plain tights
Smart tie
Smart Jumper or cardigan with no large logo or writing on the front or back (that fits under jacket)

Accessories
Jewellery can be worn but must be discreet and safe for school activities.
Smart conventional shoes/ankle boots -polishable dark colour, or smart clean suede.

We are mindful that some students may have specific needs in terms of dress code (for example due to neurodiversity). Please do contact the sixth form team or another member of staff if we can help to accommodate those needs.

Additional Guidance/Exclusions

Item	Additional Guidance	Exclusion
Jacket	Jackets must be of a smart blazer style and must be worn and not carried.	
Coats	A coat may be worn **on top** of a jacket between lessons (but not during)	A coat should not be worn as a replacement for a jacket
Dresses	A dress is intended to be worn with a jacket on top not as a stand-alone item	No bodycon dresses or skirts
Shirts and blouses		No T-shirts, polo shirts, strappy or vest tops, crop tops, sports tops or other casual leisurewear
Jumpers	A very discreet small emblem/logo is acceptable Jumpers must fit under a jacket – they are not a replacement	No hoodies or sweatshirts No Jumpers/cardigans with obvious writing/logo on the front or back
Perse Sport Mid-layers	Perse sports mid-layers should **only** be worn as part of Sixth form games kit.	
Skirts and Trousers		No Leather, Faux leather, PVC or Denim or bodycon style skirts
Tights		No Fishnet or patterned tights
Footwear		No high heels, stilettos, platform shoes, trainers, Crocs, flip flops, UGG boots, knee length boots
Shorts and skorts	Shorts and skorts must be Perse branded and should only be worn as part of Games Kit.	
Modesty	Students are encouraged to value the guiding principle of modesty and be mindful of the whole community. No item of clothing should be so short/sparse that for example it reveals a student's underwear or midriff.	
Games kit	Games kit is not to be worn on non-Games days. This includes on days where you have coaching sessions before or after school	
Jewellery	Must be removed for sporting activities	

Sixth Form Games Kit
Games kit should be Perse branded and is only to be worn on official year group games days.

Cycling to and from school
Students cycling to School must wear a protective helmet and high visibility clothing. They must also have a roadworthy bike and working lights.

ANNEX 5 USE OF RESTRICTIVE INTERVENTIONS, INCLUDING THE USE OF REASONABLE FORCE

1 There are circumstances when it is appropriate for staff to use restrictive interventions, including reasonable force, seclusion or restraint, to safeguard pupils and others. All members of school staff have a legal power to use reasonable force in certain circumstances. Any use of restrictive interventions, including the use of reasonable force will be in accordance with the DfE guidance *Restrictive interventions, including use of reasonable force, in schools* (DfE, December 2025, in force from 1 April 2026).

2 Restrictive interventions are exceptional measures used only when other less restrictive strategies (such as de-escalation and behaviour support planning) have been ineffective or are inappropriate, and where it is necessary, proportionate and in the best interests of the pupil and / or others.

3 **Lawful purposes for restrictive interventions**

3.1 Reasonable force may be used to prevent or stop a pupil from doing any of the following:

3.1.1 committing a criminal offence;

3.1.2 causing injury to themselves or others;

3.1.3 causing damage to property;

3.1.4 causing disorder among pupils at the school, whether during a teaching session or otherwise.

3.2 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see**Error! Reference source not found.** Annex 6 below).

3.3 In all cases “reasonable” means using no more force than is necessary, for the least amount of time required to address the risk. Staff should ensure that any intervention preserves the dignity, safety and wellbeing of the pupil.

3.4 Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and / or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

4 **Seclusion**

4.1 Seclusion (a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving) should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It must not be used as a punishment, and the pupil must be supervised at all times and allowed to leave as soon as the immediate risk has reduced.

5 Prevention and individual needs

5.1 The School is committed to minimising the use of restrictive interventions by focusing on proactive strategies, early intervention, and de-escalation. Staff are expected to use whole-school strategies and individualised approaches to minimise the need for restrictive interventions.

5.2 The School implements whole-school measures to support behaviour management, including creating a positive classroom environment, training staff in communication and de-escalation techniques, and fostering strong staff-pupil relationships.

5.3 Individual approaches include working closely with parents, developing behaviour support plans tailored to individual needs, and providing strategies to help pupils calm down before behaviour escalates. For pupils with SEND, these measures will reduce the occurrence of challenging behaviour and the need for restrictive interventions.

6 Recording

6.1 The School ensures that each significant incident in which a member of staff uses force on a pupil, and each incident of seclusion or restraint is recorded in writing on SharePoint, by the staff member(s) involved as soon as practicable after the event, and no later than the same day. Each incident is reported to the DSL and is recorded in the School's safeguarding reporting system,

6.2 Each record will include:

a) name(s) of pupil(s) and staff involved, and any witnesses

b) relevant needs or vulnerabilities of the pupil(s), including SEND status

c) time, date, location and approximate duration of the intervention

d) a brief account of the incident, the behaviours observed, identified or potential triggers, the risks identified, and any de-escalation strategies used

e) details of the restrictive intervention used (type, degree of force, restraint or seclusion details)

f) brief account of why the intervention was assessed as necessary in that instance

g) details of any injuries sustained, and post-incident support provided

6.3 A significant incident is any incident where the use of force goes beyond appropriate physical contact[2].

6.4 In the EYFS setting, a record is kept of any occasion where physical intervention is used, and parents / carers are informed on the same day, or as soon as reasonably practicable after the incident

[2] Appropriate physical contact is outlined in the 'Other physical contact with pupils' section of the DfE's Restrictive interventions, including use of reasonable force, in schools guidance.

6.5 The School uses the recorded data to monitor patterns and trends, support reflection and learning, and inform improvements in practice and behaviour support planning.

7 Reporting

7.1 The School ensures that each significant incident in which a member of staff uses force on a pupil, and each incident of seclusion or restraint is reported to the parents of the pupil involved as soon as practicable after the incident. We endeavour to do this no later than the same day, except where:

7.1.1 the pupil is aged 20 or over; or

7.1.2 it appears to the staff member that doing so would be likely to result in serious harm to the pupil.

7.2 In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident. Decisions on serious harm and referral to the local authority will usually be made by the DSL and therefore staff should contact the DSL without delay in these circumstances.

7.3 A report of the incident made to parents will include the following details:

h) time, date, location and approximate duration of the intervention

i) brief account of why the intervention was assessed as necessary in that instance

j) details of the restrictive intervention used (type, degree of force, restraint or seclusion details)

k) details of any injuries sustained, and post-incident support provided

7.4 Information is communicated to parents in writing, and the school will normally invite parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

a) any behavioural triggers or warning signs of an impending incident

b) whether any agreed behaviour support plans were followed

c) what de-escalation strategies were used and how effective they were

d) what might be done differently in the future

7.5 The school may use this information to amend any existing behaviour support plans, as needed.

ANNEX 6 – SEARCHING AND CONFISCATION

1 All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

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

3 **Prohibited items**

3.1 The following are "prohibited items"

3.1.1 under Section 550ZA (3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):

(a) knives or weapons, alcohol, illegal drugs and stolen items;

(b) tobacco and cigarette papers, fireworks and pornographic images;

(c) any article that a member of staff reasonably suspects has been, or is likely to be used:

(i) to commit an offence; or

(ii) to cause personal injury to, or damage to the property of, any person (including the pupil); and

3.1.2 any item banned by the School rules that are identified as being items which may be searched for. Please note that the School will never use force to search for these items: see paragraph 4.3 below.

3.2 The School has banned these items as it 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 of 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 in a search for a “prohibited item” 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. Force will never be used to search for other items banned under the School rules, as set out in paragraph 3.1.2 above.

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.

4.9 The power to search a pupil on an educational visit only applies in England. When pupils travel outside England on a school trip, they may only be searched without consent if allowed by the law of that country.

4.10 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:

4.10.1 a search of outer clothing; and / or

4.10.2 a search of School property (e.g. pupils' lockers or desks; and / or

4.10.3 a search of accommodation on an educational visit; and / or

4.10.4 a search of personal property (e.g. bag or pencil case).

4.11 Searches will be conducted in such a manner as to minimise embarrassment or distress. 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.

4.12 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.

4.13 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 and Discipline 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 2022).

5.2 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

5.3 School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.

5.4 In order to ensure pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches 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 *Safeguarding and 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 who will be able to assist in searching appropriate data and files and, if necessary, their permanent erasure.

9.2 Devices owned by and provided by the School to pupils under the Middle School Device scheme are constantly monitored via School monitoring platforms. IT staff, in conjunction with pastoral staff may request the School device for further investigation if there is good reason to believe that the device has been, or could be used to cause harm, to disrupt teaching or break School rules.

9.3 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.

9.4 Subject to 9.5 below and the requirements set out in KCSIE 2026, 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.

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

9.6 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 the sharing of nudes and semi-nudes 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*.

9.7 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 a senior 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 a controlled drug, it will be treated as such and disposed of as above.

10.4 **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of a senior 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 pass to the School's Health and Safety Officer for safe storage and disposal.

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 for the Relevant School (as identified in the Key School Contacts section at the beginning of the School's *Safeguarding and Child Protection Policy*) will also be notified and will decide whether to make a referral to Cambridgeshire Local Authority children's social care.

10.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead for the Relevant School. The images may then be passed to Cambridgeshire Local Authority 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 **An article that has been (or could be) used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of a senior 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 a 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 or carer.

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 or carer 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 **The School aims to work with parents:** 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 Annex 5, 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 rules.

11.4 The School 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.